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ABSTRACT

This report assesses the preparatory school curriculum in the Sultanate of Oman. This 3-year post-primary program is comparatively new in the infrastructure. General education is stressed and some practical studies are included. The evaluation examined the degree of congruence between the designers' intentions (as expressed in learning objectives and recommendations for implementation) and the conceptions of administrators in the country's nine school districts and ministry or education. The evaluation instrument addresses learning objectives, classroom activities, assessment, staff, facilities and equipment, textbooks, teachers' manuals, and curriculum content. Five conceptual factors were taken from the opinion survey and used as independent variables, and eight demographic variables were employed. One-way analysis of variance tests were done, and the signficances were tested by the Scheffe pairwise comparison test to identify the significantly different subgroups. The responses of teachers and administrators reflected more conformity and uniformity than those of the supervisors who showed more variability due to their age, experience, and social and educational backgrounds. The report is presented in two sections. Part I, the evaluation, contains six chapters, a list of recommendations, and four pages of references. Part II comprises two appendixes: Appendix A contains the questionnaires used in the study; Appendix B consists of tables of frequency and of percentages for teachers, supervisors, and administrators. (JAM)

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Sultanate of Oman

Ministry of Education and Youth

EVALUATION OF CURRICULUM THE CASE OF OMAN:

PREPARATORY LEVEL
PART I

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EA 020 840

Sultanate of Oman

Ministry of Education and Youth

EVALUATION OF CURRICULUM : THE CASE OF OMAN

PREPARATORY LEVEL
PART 1

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1988

PREFACE

The educational system of Oman has progressed steadily since the first stages of the Omanization of the curriculum in 1974. Today, Oman offers students a complete educational ladder from the primary level to the university, including professional education in such fields as medicine and engineering as well as teacher training. In light of this tremendous growth in Oman's educational system, preparatory-level education in the Sultanate has increased in importance as more students complete the primary grades with improved intellectual and personal abilities and continue through adolescence on their journey to adulthood with newly formed goals for further education and fulfillment of their desired roles in society.

Inasmuch as the present Omani preparatory curriculum has been in place for several years and in keeping with the Ministry of Education's policy for continuing curriculum evaluation, it was determined that a study of the preparatory curriculum should be conducted. Therefore, in 1986 the Ministry initiated this project to measure the effectiveness of the preparatory-level system. The purpose of this study is to determine the success of the implementation process of the prepartory curriculum to the extent that it meets with the designers' intention.

As with other components in the contemporary Omani educational system, the curriculum for the preparatory level was designed to correspond with the natural development and growth of students as well as to complement both the social and cultural heritage of Oman and Oman's expanding relationship with the modern world of science and technology and the international community. The special role of the preparatory level is to provide students with a bridge between primary education, which gives them a foundation for learning and for valuing the traditional life of Omani society, and secondary education, which will offer them more specialized skills and knowledge to become productive citizens contributing to the Omani society.

Moreover, the preparatory level, as the educational complement to the natural transitional stage from childhood to adolescence, gives a gradual and deeper understanding of the Omani national norms, values, and basic concepts at a time when youthful vigor requires sincere and forthright responses to questions about family, nation, life, Arabic tradition, Islamic faith, and the world in general. With the task of providing each student with a consistent path to cross through this critical period of development when the student is in the process of forming his or her own identity in the world, as well as gaining the confidence and skill to participate in society in a meaningful way, prepartory-level education requires the kind of careful evaluation that this present research effort provides.

With the overall goal of improving the Omani prepartory curriculum, this present evaluative study was designed to explore both the strengths and weaknesses of the curriculum and its implementation process. As an outcome of this study, the Ministry has gained information that will facilitate long-range planning for change in a rational manner. Furthermore, this information highlights areas that require immediate actions to remedy deficiencies in specialized aspects of the curriculum.

Oman faces many challenges today and in the future. The processes of curriculum development and evaluation play an important role in assisting the Sultanate address these challenges by maintaining an on-going effort to consider what has been accomplished through education, what lies ahead in regards to the country's needs, and what steps must be taken to meet those needs and beyond.

Under the guidance of H. M. Sultan Qaboos, who has paved the way for Oman's future through his enthusiastic commitment to education and the continuation of a renaissance for the Omani people, we, the educators who develop the curricula and teach in the Omani schools look forward to the application of this research project as a further step toward achievement of our national goals and the vitalization of our people.

Yahya bin Mahfoudh AL. Mantheri

Minister of Education and Youth

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During the preparation of this present study of the Omani curriculum at the Preparatory School level, I have been reminded almost daily of the process and interaction of the research at both the primary and preparatory levels. Furthermore, the activities, interactions, suggestions, and recommendations from the conference held after the publication of the primary level study clarified questions and gave new directions to this present study.

For their diligence and sustained efforts in checking the items in each of the subject matter areas, administering the questionnaire in the various school districts, and recording the responses on the computer sheets, I give special thanks to the personnel of the Curriculum Department at the Ministry of Education and Youth.

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Taher A. Razik

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Chapter 1

THE EDUCATIONAL CONTEXT

Educational Development in Oman

Since 1970, educational development in the Sultanate of Oman has witnessed three distinctive stages. The first stage of educational development discharged during the years 1970 to 1975 by the Ministry of Education and Youth mainly aimed at providing opportunities for children to enroll in schools. Hence, a large number of schools were established in many parts of the Sultanate. The most distinctive feature of this plan was the emphasis on the quantitative aspects of education in order to provide, to the extent possible, equality of opportunity for Omani children.

The second stage of development in education was accomplished in the first five-year plan from 1976 to 1980. The main emphasis in this second stage was placed upon improving the quality of education in addition to providing more opportunities for children living in remote villages to attend schools. Balanced efforts in providing qualitative and quantitative education were stressed. During the period of this plan, considerable attention was also given to coordinate education to the economic and social development planning to prepare and train skilled manpower required for national development and to prepare teachers for primary education needs. In this plan, the first teacher education institute for Primary Schools was established.

The third stage of development in education was accomplished in the second five-year plan from 1981 to 1986. This stage had witnessed a great improvement in the educational system and organization, progress in curriculum structure and content at all levels of schooling, and development in methods of teaching through integrated in-service programs for teachers. In this stage of development, an important step was taken to enrich the quality of preparation of primary school teachers.

The basic feature characterizing the rapidly-developing educational movement in the Sultanate of Oman over the last sixteen years is that, from the moment of its inception, the movement adopted a clear-cut philosophy. This philosophy incorporates well-defined approaches and embraces general, fundamental principles from which all principal educational goals have been derived and formulated. The Omani philosophy of education is distinctive in that it is (1) humanistic in its pursuit of Oman's welfare among nations; (2) ambitious in seeking a better life for the people of Oman within the framework of characteristic beliefs and aspirations; (3) comprehenisve in developing the manpower needed for the labor market; and (4) cognizant of the principles of universality and integration, and in doing so accommodates the objectives of contemporary education throughout the world as well as the present needs of the Omani society.

Therefore, the Omani educational philosophy recognizes that various circumstances have for some years hindered Oman from keeping pace with the cultural adaptations which ordinarily occur during the passage of time. Since July 1970, Oman has been, and continues to be, dedicated to reconstruction and urbanization appropriate to its general development as a modern nation. Education is considered the basic means for developing human resources in any country. It is regarded as a long-range investment rather than an immediate service activity. Oman, as a developing country, acts on these premises, building its modern educational philosophy on the foundation of education for development and the belief that carefully planned education can make important contributions to the economic and social development of its society.

Educational Aims and Priorities

Inspired by Oman's philosphy of education and the national, social, and spiritual values it represents, the general aims of education were formulated deliberately to emphasize the following:

1. Education is a universal right for all members of the Omani society. The government considers itself responsible, with all the possibilities and educational institutions at its disposal, to meet each individual's need for education without limitations;

2. Each individual's abilities are to be developed, unrestricted by time or place, in order that each may learn and pursue educational progress all through life. Each person should be enabled to satisfy his needs for a uniform education covering all aspects of his personality and making him capable of effecting change in his environment;

3. The necessary manpower for all sectors is to be provided, for the sake of promoting the country's development plans and projects and for providing those facilities and ancillary aids for specialized and higher education as may be consistent with Oman's development requirements;

4. The Omani individual is to be enlightened about his rights, duties and obligations towards his own country and the greater Arab Motherland, leading to his comprehension that unity and collaboration among the Arab people are sources of power for him; and

5. The individual's ability to make use of his leisure time in useful and beneficial pursuits is to be encouraged, by means of creating suitable activities aimed at insuring the welfare and progress of both the individual and the society in which he lives.

Conscientiously applying these aims, Oman's educational leadership has achieved steady progress in state-wide education and individual development. All parts of the Sultanate are involved. In 1970, not more than 3 schools with a total enrollment of 909 students and a teaching staff of 30 were in existence. By comparison, in the academic year 1985-86, schools numbered 606 with a total enrollment of 221,694 male and female students. Of these 79.14 percent were in the primary level, 15.16 percent were in the preparatory level, and 5.63 percent were in the secondary level. Females accounted for 42 percent of the total number of students. Teachers numbered 10,131.

The second Five-Year Plan established these objectives for the 1981 to 1986 phase: (1) increased emphasis on the quality of education programs and facilities; (2) the diversification of secondary school options, relating them to the needs of the Omani society and its manpower development; (3) renewed efforts to balance educational development between the interior and populated areas; and (4) the establishment of priorities for higher education abroad, in conformance with the country's needs.

Secondary school education is not yet universally available in Oman, but rapid advances are taking place to meet this need. In addition, vocational training is rapidly expanding to help the Sultanate overcome the critical shortage of trained local manpower.

THE ORGANIZATION OF EDUCATION IN OMAN

Governance

The Ministry of Education and Youth is responsible for primary, preparatory, and secondary education; teacher training; adult education; and eradication of illiteracy campaigns. Through a network of regional directors, the Ministry supervises the administration of educational programs and policies. A further system of supervisors has been initiated to monitor the standards and curriculum of the schools within a given region.

The Ministry of Social Affairs and Labor, charged with the responsibility of developing the nation's manpower skills, supervises vocational training and special training programs. Current plans call for the construction of additional vocational centers throughout the country. Priority is to be given to training in such fields as construction, electricity, mechanical engineering, clerical, agriculture, fisheries, and mining.

Other ministries supervise education related to their missions. Among them are the Ministry of the Sultan's Cabinet (or Diwan) Affairs, the Ministry of Health, and the Ministry of Defense. Sultan Qaboos University is entrusted with the overall responsibilities for university education.

Structure of the Educational System

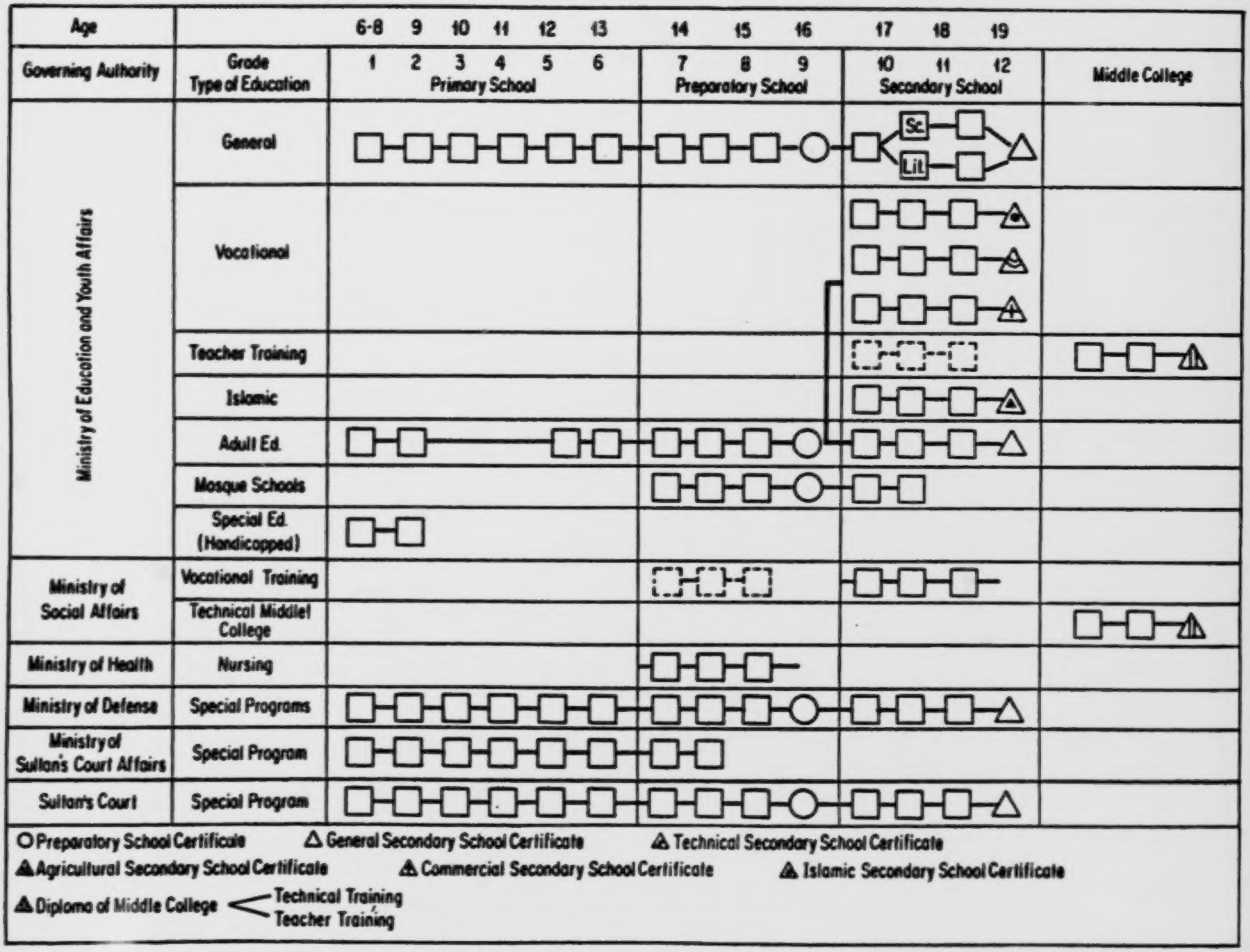
Education in Oman is based on a 6-3-3 structure: six years of primary education, three years of preparatory education, and three years of secondary education (see Figure 1). At the primary level, students receive instruction in the basic skills. At the preparatory level, they may pursue general education, health sciences, military studies, or vocational training. At the secondary level, they may pursue general or Islamic education (with humanities and science sections in the second and third years), teacher training, commercial education, agricultural studies, industrial education, vocational training, health sciences, or military science. The first university in Oman opened in 1986. Holders of the Secondary School General Certificate qualify for admission to this university.

General Education

Primary Education

Children whose age is not less than six years and not more than eight years (calculated as they commence at this level) are admitted in the first grade of primary school. Primary education is not compulsory. However, the percentage of Omani children enrolling in primary education continues to increase because of widespread enthusiasm for education. The children remain in the primary level for six years. Successful students are promoted to the first grade of the preparatory level.

FIGURE 1 Educational ladder of the Omani educational system


Age
6-8 9 10 11 12 13 14 15 16 17 18 19
Governing Authority
Grade
Type of Education
1 2 3 4 5 6
Primary School
7 8 9
Preparatory School
10 11 12
Secondary School
Middle College
Ministry of Education and Youth Affairs
General
Sc
Lit
Vocational
Teacher Training
Islamic
Adult Ed.
Mosque Schools
Special Ed. (Handicapped)
Ministry of Social Affairs
Vocational Training
Technical Middlet College
Ministry of Health
Nursing
Ministry of Defense
Special Programs
Ministry of Sultan's Court Affairs
Special Program
Sultan's Court
Special Program
○ Preparatory School Certificate
△ General Secondary School Certificate
Technical Secondary School Certificate
Agricultural Secondary School Certificate
Commercial Secondary School Certificate
Islamic Secondary School Certificate
Diploma of Middle College
Technical Training
Teacher Training

Source: Ministry of Education, Sultanate of Oman.

As Oman's educational infrastructure has evolved, beginning with the 1970 expansion and extension of educational opportunity, the total number of registered primary school students has increased dramatically. The average annual number of registered students and the average annual admission of new students have also increased. In the academic year 1985-86, male and female students registered in the primary level numbered 175,452. A decade ago in the academic year 1974-75, there were 48,576 students registered. Obviously, the primary population has more than tripled in the ten-year period. By 1985-86, there were 326 primary schools (104 for boys, 118 for girls, and 104 for both sexes). (Most schools are segregated by sex, except in the rural areas where the shortage of facilities and staff necessitates shared schools. However, as school facilities and teachers come to the countryside, separate schools for boys and girls are becoming the rule.)

In the year 1973-74, primary level students accounted for 99.04 percent of the total number of students registered. This dropped to 79.14 percent in the academic year 1985-86, showing the proportionally larger expansion of preparatory and secondary education enrollment. Although the primary level continues to constitute the broad base of education, embracing the majority of registered students in education as a whole, it is clear that the shape of the educational pyramid is changing.

Initially, students completing six years of primary education took a national examination and, if successful, were awarded the General Primary Certificate before proceeding to the preparatory level. However, in 1976 the Ministry of Education eliminated this certificate. Presently, all students successfully completing the sixth grade become automatically eligible to enter the preparatory level.

Preparatory Education

Following primary education, students may progress to the three-year preparatory level. The preparatory level of education is comparatively new in the Sultanate's educational infrastructure. The curriculum stresses general education; however, it includes limited practical studies such as crafts and agriculture for boys and needlework and home economics for girls. Internal school examinations are given every year. Promotion to the next grade requires a passing mark in each subject.

Preparatory schools generally share facilities with a primary or secondary school. The first preparatory schools were established in 1972, one for boys and another for girls. By 1975-76, there were 23 preparatory schools (21 for boys and 2 for girls). The enrollment for these 23 preparatory schools was almost 1,100 students. The dramatic surge at the preparatory level continued in the following years. By 1985-86, there were 213 preparatory schools (94 for boys, 49 for girls, and 70 for both sexes).

Two model preparatory schools (in Sohar and Ruwi) follow the general education curriculum, but also include some technical training. Third-year students may sit for the General Preparatory School Certificate. Health science institutes of the Ministry of Health, military institutes, and vocational training centers of the Ministry of Social Affairs and Labor also offer instruction at the preparatory level. However, their graduates usually enter career paths rather than pursue certificate-granting programs at the secondary level. A few mosque schools offer an instructional program which combines the primary and preparatory levels. The emphasis is Islamic studies and the Arabic language rather than academic subjects.

At the end of the preparatory cycle, students sit for a national examination and, if successful, will receive a General Preparatory School Certificate. These students are then eligible to enroll at the secondary level. Students who fail the examination may not re-enroll as regular students.

There has been a phenomenal rise in the numbers of preparatory school students since the preparatory level was instituted in 1973. In the 1973-74 academic year, there was a combined total of 146 male and female students. In comparison, the 33,600 male and female students enrolled in the 1985-86 academic year represented 230 times the original number of students attending Oman's earliest preparatory school classes in the 1973-74 academic year. The total number of students (male and female) at the three educational levels rose from 10,177 in the 1979-80 academic year to 221,694 in the 1985-86 academic year.

According to Razik (1984), 48.9 percent of the students who began preparatory education in 1977-78 successfully completed the level in three years, but the percentage grew to 53.2 percent after four years, the maximum time allowed for enrollment in regular classes in this prepartory level.

Secondary Education

For the three-year secondary level, there is some degree of diversification in order to prepare students for the university or for careers. Secondary schools are segregated by sex and are sometimes housed in the same facilities with a preparatory school.

Secondary education in the Sultanate has a short history. Its actual beginning dates back to the 1973-74 academic year, when one class for the first secondary grade was opened with an enrollment of 25 students. Prior to that date, the preparatory level, which provides students for the secondary level, was still incomplete. Gradually, the number of students reaching the secondary level has increased, but it still constitutes a small percentage of the total student population. In 1985-86, the 12,330 secondary students comprised 5.5 percent of the total

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enrollment of 221,694 students in the Omani educational system.

Students passing the General Preparatory School Certificate examinations are admitted to the first year of secondary studies. They are distributed among the various types of secondary programs according to their certificate results and the available openings in the secondary schools and institutes.

During the 1980-81 academic year 81.7 percent of the preparatory school graduates, as indicted by Razik (1984), were enrolled in various secondary school programs. The distribution of these secondary school enrollees resulted in 47.8 percent in General secondary, 8.4 percent in Technical, 10.3 percent in Teacher Training, 4.6 percent in Islamic, and 10.6 percent in Adult programs. For the 1981-82 academic year, preparatory school graduates enrolled in secondary school programs increased to 93.2 percent. The distribution of these secondary school enrollees resulted in 68.0 percent in General Secondary, 6.5 percent in Technical, 13.9 percent in Teacher Training, 3.9 percent in Islamic, and 1.2 percent in Adult programs.

Razik's study (1984), indicated that 63.9 percent of the students who began secondary school in 1977-78 successfully completed the level in three years. The percentage increased to 67.4 percent after four years, the maximum time permitted for enrollment in regular classes.

Secondary education is divided into general secondary and specialized secondary. The general secondary curriculum consists of a one-year program in basic academic subjects, followed by a two-year program in the humanities or sciences. The specialized secondary curriculum includes the usual secondary school academic subjects, with an emphasis on Islamic, commercial, agricultural or industrial studies, or teacher training.

Teacher Education and Training

Training of Omani teachers for the primary schools was initiated in 1976-77. A secondary level Teacher Training Institute was established to accept graduates of the preparatory schools. The duration of this program was three years, after which the graduates received the "Secondary School Certificate for Teachers." In the 1979-80 school year, another program was added. This program accepted the graduates of academic secondary schools into a one-year program of teacher training.

As a step in the improvement and development of the teaching profession, the Intermediate Colleges for male and female teachers were established in 1984-85. These Intermediate Colleges accept secondary school graduates and train them to be primary school teachers. Subsequently, this step led to the phase out of the earlier Teacher Training Institutes.

The new Intermediate Teacher Colleges were introduced to develop well-rounded teaching professionals who have scientific and educational backgrounds as well as the ability to be social leaders in their local communities. This community emphasis is according to a plan for each of the nine school districts to satisfy its need for primary school teachers from its regional intermediate college.

Graduates of the Intermediate Teacher Colleges are trained to teach both the first three grades (first, second, and third) as classroom teachers as well as the higher grades (fourth, fifth, and sixth) as subject-matter teachers.

University Education

The foundation stone for the Sultan Qaboos University was laid in November 1982 and opened in September 1986. The university is composed of five colleges: Education and Islamic Sciences, Science, Medicine, Agriculture, and Engineering. A total population of 3,000 had been projected.

All university students study the same foundation courses regardless of their intended majors. This initial three-semester program was designed to improve the standards of English, consolidate the science background of students from diverse secondary schools, and include basic general requirements (e.g., Arabic, History of Oman, Islamic civilization, and English). Upon successful completion of the foundation courses, students will begin their studies in one of the five colleges mentioned above.

Literacy and Adult Education Centers

Education in these centers is divided into two levels. The first, for the duration of two school years, is concerned with the eradication of illiteracy among older citizens. The second level, conducted at the adult education centers, is designated for students who have reached fifth grade equivalency in their studies. The courses offered are identical to those offered in the fifth grade in the primary schools. In the adult education centers, education continues through the end of the secondary level. A learner may, therefore, obtain from these centers the relevant certificate evidencing completion of primary education, the general prepartory certificate, and the general secondary certificate. Adult education centers serve the purpose of providing an opportunity for those who, for any reason, have failed to enroll in the standard schools for general education.

Within the adult education framework, a Division for "Serving the Society" was established by the Ministry of Education and Youth. Its purpose is to link school and society, ensure mutual interaction, and enlighten citizens about their human and material potential. To realize this purpose, the Ministry exploits the communication aspect of the educational experience, by helping to change existing concepts where inaccuracies exist and by providing new models for conduct as appropriate. The ultimate goal is the development of a lively, creative consciousness among the people of Oman.

Other Types of Education and Training

Preparatory Religious Institutes in Mosques

Numbering seven, these schools combine the primary and preparatory levels and teach the same courses taught in the two levels in general education; however, there is an emphasis on two subjects, namely Islamic education and Arabic. In total, they have a student body of approximately 470 students.

Centers of Feminine Guidance

These centers are divided into two types: specialized and non-specialized. There are 4 specialized and 35 non-specialized centers in addition to 15 centers which were initiated and organized by self-motivated groups of women with special interests. The Ministry of Education and Youth provides meeting facilities, financial support, and sometimes leadership for these informal groups which may be devoted to learning special homemaking skills or crafts.

Special Education (School for the Handicapped)

Located at the captial, this school is known as "Hope for the Mute." It currently consists of two mixed classes for males and females. Its level is that of primary education.

EDUCATIONAL AND VOCATIONAL CENTERS AFFILIATED WITH OTHER MINISTRIES

Vocational Training Centers

Vocational Training Centers (VTC's) have been growing rapidly in numbers under the Ministry of Social Affairs and Labor, as the Sultanate seeks to develop a corps of skilled Omani workers and to reduce its heavy dependence upon expatriate labor.

The three-year vocational training program was open to primary school graduates. This program was upgraded; therefore, a preparatory education certificate is required for admission. Students may attend full-time during the day or part-time during the evening; however, only males are acceped as day students. Evening classes, more practical in orientation, are designed for women and other workers who wish to upgrade their skills or learn new ones. The duration of study in these centers is three years.

Omani Technical College

A post-secondary "Omani Technical College" opened during the 1984-85 academic year. This college is a two-year, post-secondary program, offering studies in fields such as electrical, electronics, civil and mechanical engineering technology, construction, and surveying. A one-semester orientation course precedes the two-year program. It includes an intensive study of the English language, which is the language of instruction, and provides an introduction to technology. In addition to the technical studies, the college offers various business courses, such as accounting, administration, banking, and hotel management.

Admission to the Omani Technical College is based on Secondary Industrial as well as Secondary General Certificate results. Selected advanced graduate students of the Omani Technical College may be allowed to enroll in the College of Engineering of Sultan Qaboos University. To encourage students to be enrolled in the Omani Technical College, stipends are provided. The Omani Technical College is also managed by the Ministry of Socail Affairs and Labor.

Institute of Health Sciences

The Institute of Health Sciences (IHS), under the auspices of the Ministry of Health, was founded in 1982 in the captial area and offers professional certificate programs. Prior to its establishment, nurses training was offered only at the Al-Rahma School of Nursing. The program for primary school grades at Al-Rahma, which opened as a two-year program in 1970, was lengthened to three years in 1976. The expansion of training facilities and programs for nurses and paramedical staff ranks high in the priorities of the Ministry of Health.

In the modern, fully-equipped Institute for Health Sciences, four training programs are now available: three-year programs for general nurses, laboratory technicians, and health assistants (pharmacy); and a two-year program for nursing assistants. A required six-month orientation course, which emphasizes English language study, prepares the students for the classes which are all taught in English.

Military Schools

The Forces' Education Center (FEC) provides general education and language training (Arabic and English) for primary school graduates. Specific job training follows in one of the several military training institutes in the Sultanate.

The Sultan of Oman's Air Force (SOAF) provides a 15-month technical training program for primary school graduates. The course includes general English, general science subjects, and a full trade training program.

The Sultan of Oman's Land Force (SOLF) provides a 15-month technical training program for primary school graduates who wish to be electrical and mechanical technicians. Instruction, of up to nine months, is offered in such fields as vehicle maintenance, carpentry, and welding.

The Royal Guard Boys' Technical School is a boarding school for boys who are related to active members of the

Sultan's armed forces. The curriculum includes a general education program in Arabic and a basic technical education program in English.

The Ghala Military School offers a program of secondary school studies.

Graduates of these training programs at military institutions are not likely to proceed to post-secondary institutions.

Miltary schools are managed by the Ministry of Defense.

Other Training Programs

Individual ministries and companies offer short-term training programs to upgrade employee skills. The Institute of Public Administration, under the aegis of the Civil Service, offers courses for clerical and administrative personnel employed by the government. Petroleum Development Oman (PDO) operates a training program for its technical and administrative staff. Among the other institutions which offer special training for their employees are Omantel (Oman Telecommunications), Oman Research Department (ORD), The Royal Oman Police, and the Oman Development Bank. These and similar programs are designed to provide job-related training and are not academic in nature.

CURRICULUM DEVELOPMENT

With the educational infrastructure in place in Oman, the Second Five-Year Plan (1981 to 1986) focused on the improvement of the quality of education. Prior to this time textbooks designed for schools in Kuwait and Qatar were utilized in Oman. However, these textbooks neither reflected the culture or the economic conditions nor the philosophy of education of Oman. The textbooks imposed an imported curriculum with the underlying goals and aims designated by other countries. Although extensive efforts were directed toward adapting and modifying the Qatari textbooks to achieve the Omani educational objectives, the persistent need to design an Omani curriculum consistent with the aims and priorities of the national development of Oman became apparent.

Efforts to develop an Omani curriculum began with the Minister of Education instituting a Consultative Committee for Curriculum to coordinate the diversified activities of a broad range of personnel from the various Omani ministries and government institutions plus subject matter experts. Their primary tasks were to survey the existing educational system; define the objectives for each subject matter area; and develop the curriculum for the primary, preparatory, and secondary levels.

From this first stage of the Omanization of the curriculum evolved the task of designing the learning activities, student textbooks, and teachers' manuals for the subject matter areas as specified by the objectives for the curricula of each of the educational levels. The student textbooks and teachers' manuals were field tested and revised. To facilitate the implementation of the new curricula slated for the 1978-1979 school year, special conferences were designated for training the teachers in the use of the new educational materials with special emphasis on the evaulation procedures to assess student mastery of subject matter objectives.

Present Status of the Omani Curriculum

The Omani curriculum designed for the primary, preparatory, and secondary schools has been utilized for the past eight years. At this time, it is necessary to evaluate the curriculum of the subject matter areas on all three levels: primary, preparatory, and secondary. Evaluation of the curriculum is especially important because neither a formative model of evaluation was proposed or followed during the process of design of the curriculum and production of materials nor was a summative model of evaluation proposed and utilized during the implementation of the curriculum. Therefore, the purpose of this present study is to evaulate the curriculum to identify the strengths and weaknesses of the curriculum with respect to the stated objectives and to indicate the extent to which these objectives have been met. Curriculum development is a dynamic process; therefore, from the statistical data of this present study, recommendations will be offered to reinforce the strengths of the Omani curriculum and to eliminate the obstacles that hinder the efficiency of fulfilling the objectives of the curriculum.

The evaluation of the Omani curriculum will proceed in three stages. The first stage, the evaluation of the primary level curriculum, has been completed. This present study, the second stage, concentrates on the preparatory level. Thereafter, the evaluation of the secondary level will proceed.

Chapter 2

CURRICULUM DEVELOPMENT IN OMAN

Developmental Background of the Omani Curriculum

The basic element of any nation's growth and progress is the development of its human resources. Education, the societal institution for human resources development, integrates the system of goals, objectives, plans, strategies, and resources to endow the individual with the values, skills, and competencies defined by the society. The core of any educational system is its curriculum which incorporates all these facets in a plan of action to facilitate learning outcomes. Therefore, curriculum development is a dynamic process for a nation whether it is at the onset of a development phase or has already reached a sophisticated level of development.

From the initiation of the Reform Movement in the Sultanate of Oman, the role of education in accomplishing the goals of the movement had been recognized along with the need for a curriculum designed specifically for the growth and development of the Sultanate of Oman. Thus, extensive efforts were channeled to curriculum development.

Prior to 1975, Oman utilized the Qatari textbooks. This practice imposed the Qatari curriculum in Oman where different goals and objectives had been specified by its own particular values and needs. By adapting and modifying the Qatari textbooks, some of the goals of the social and economic plans of the reform movement were achieved. However, it became evident that it was necessary to design an Omani curriculum.

With the decree of December 19, 1974, the Minister of Education in Oman formed a Committee of twelve members: the head of the curriculum division in the directory of research and development, as chairman; nine members from the technical staff in the directory of research and development; and two members from the department of illiteracy and adult education.
It was their responsibility to prepare working papers consisting of a statement of the Educational Philosophy and Policy of Oman; the major general goals of education; the goals and objectives for the primary, preparatory, and secondary levels of education; general principles to be considered in curriculum design for the schools; and the choice, organization, and time allocation of subject matter content in each subject matter area for each grade level.

In preparing the working papers, the above Committee relied upon the speeches of His Majesty the Sultan of Oman and on a working paper prepared by consultants to the Ministry of Education along with papers prepared by members of the directorate of research and development. Upon revision, the draft of the philosophy of education in Oman was distributed for survey purposes to the Ministries for the Sultani Court; Islamic Affairs; Justice; Interior;

Information and Cultural Affairs; Labor and Social Affairs; Public Works; Health; Agriculture, Oil, Minerials, and Fisheries; Commerce and Industry; Public Land; Transportation; and the Council of Development; Office of the Governor of the Capital City; and the Monetary Institute of Oman.

The responses of those surveyed were incorporated in the final form of the paper which delineated the philosophy of education, the major general goals of education; and the goals and objectives for the primary, preparatory, and secondary levels of education.

The working paper on the general principles to be considered in curriculum design for the schools; and the choice, organization, and time allocation of subject matter content in each subject matter area for each grade level was revised, and the final form was presented and approved by the Omani Committee on Education on May, 12, 1975. (Ministry of Education Report 1976, Arabic Origination.)

PHILOSOPHY AND GOALS OF EDUCATION IN OMAN

In a concise analysis of the Omani philosophy in The Internal Efficiency of the Omani Educational System, Razik (1984) describes it as "a clear cut philosophy of education that incorporates well-defined approaches, and embraces general, fundamental principles from which all principal educational targets have been derived and formulated" (p. 1). Four elements articulated in the Omani philosophy of education are that it is: (1) humanistic in its pursuit of

Oman's welfare among nations; (2) Arab-Islamic in obtaining its ideological and cultural inspiration from genuine Arab and Islamic values; (3) ambitious in seeking a better life for the people of Oman within the framework of characteristic beliefs and apsirations; and (4) endeavoring to realize the principles of universality and integration, and by doing so, accommodates the aims of contemporary education as well as the present and future needs of the Omani society.

Farhan, Saada, Abu Holow, and Maire (1985) identified several of the general ambitions and expectations of the Omani philosophy of education as curriculum guidelines as: (1) guidance for the holistic development (physically, mentally, spiritually, emotionally, and morally) of the Omani individual; (2) liberation and utilization of the energies of each individual in the development of a contemporary life-style within the values and traditions of the Omani society; (3) modernization of the Omani society through the development of scientific and technical skills and attitudes to achieve competence in a modern technological world; (4) achievement of economic progress that reflects higher national production and income and in a higher standard of living for the individual through development of social responsibility and awareness; and (5) strength for national unity, pride, and emphasis of the Omani heritage and its Arab and Islamic roots.

EDUCATIONAL AIMS AND PRIORITIES IN OMAN

Razik (1984) emphasizes that the general aims of education accommodate the national, social, and spiritual values by deliberately emphasizing the following principles:

1. Education is a universal right for all the members of the Omani society. The government considers itself responsible, with all the possibilities and educational institutions at its disposal, to meet each individual's need for education without limitations;
2. Each individual's abilities are to be developed, unrestricted by time or place, in order that each may learn and pursue educational progress all through life. Each individual should be enabled to satisfy his needs for a uniform education covering all aspects of his personality and making him capable of changing everything around him;
3. The necessary manpower for all sectors is to be provided, for the sake of promoting the country's development plans and projects and for providing those facilities and ancillary aids for specialized and higher education as may be consistent with Oman's development requirements;
4. The Omani individual is to be enlightened about his rights, duties, and obligations towards his own country and his larger Arab Motherland, leading to his comprehension that unity and collaboration among the Arab people are sources of power for him; and

5. The individual's ability to make use of his leisure time in useful and beneficial pursuits is to be encouraged, by means of creating suitable activities aimed at insuring the welfare and progress of both the individual and the society in which he lives.

There were several influences which were instrumental in generating the goals of education for the primary, preparatory, and secondary levels. The framework for the educational objectives and ambitions was formed by the prevalent social and economical trends and the Omani philosophy of education. Developmental needs of the learners, along with the discoveries in educational psychology and learning theories, were integrated into the objectives for the various levels of education. Knowledge in the present era is characterized by the scientific and technological aspects. The communications revolution facilitated personal access to information that had created an explosion of new ideas, techniques, and life styles. Also influential was the ambition of the Arab nations to provide an equal educational opportunity for each member of the society to enhance functional learning to achieve the development plans of the Arab countries. Thus, the process of education was centered on both the individual and his society, rather than only one of these, in order to satisfy the needs of both.

GOALS OF EDUCATION IN THE OMANI PREPARATORY SCHOOL

Preparatory school is the intermediate level of the infrastructure of Omani education because it is available to students from the age of thirteen to fifteen. It is of dual importance because some students do not pursue further education upon completion of preparatory school. These three years of formal education must provide the skills and competencies for these individuals to join the work force. In addition, the preparatory school must also provide the knowledge and study skills necessary for those individuals who will progress to the secondary schools. Within the educational framework, the goals of education for the preparatory school were designed to actualize the physical, intellectual, humanistic, and spiritual development of the student; to foster understanding of societal and universal responsibilities; and to develop national pride.

The acutalization of physical growth and development was provided by the objectives that promote the acquisition of knowledge of the biological development and functions of the individual along with recognition of the individual physical differences of others; the assimilation of the rules of personal and public hygiene, nutrition, exercise, safety, and measures to prevent diseases; and the integration of the attitudes of patience, endurance, courage, and fairness while participating in various sports as a means of developing psychomotor and manipulative skills which improve an individual's preciseness, speed, and coordination. Intellectual development was served by the objectives that emphasize the acquisition of perceptual acuity through the assessment of experiential situations by which the learner discovers an understanding of himself, his society, and life in general; the practice of the deductive and inductive modes to gain knowledge, make discriminative choices, solve problems, evaluate outcomes, and generate analyses and syntheses; the development of verbal skills through listening, reading, writing, and speaking; and the application of the individual's competencies and skills in reading, writing, and arithmetic to everyday situations and problems. Further, the intellectual objectives stressed the development of creativity and self-motivation.

To accomplish the development of the spiritual and affective domain of the learner's personality, the objectives stressed the acquisition, comprehension, and practice of the principles of Islam in his daily life; development of self-confidence to overcome fear, frustration, and failure; loyalty to his country and his Sultan; appreciation of beauty in all its facets in nature, music, art, and literature; adoption of the scientific method of thinking by reserving judgements prior to objectively investigating and evaulating situations; appreciation for the value of the individual and collaborative accomplishments; and enlightenment towards the Universe, life, and all men of the world.

The development of the societal domain of the learner's personality was provided by the objectives which develop moral and ethical principles of honesty, courage, honor, sincerity, and loyalty to engage in social interactions; knowledge of the heritage, progress, and future aspirations of Oman; preservation and conservation of the environmental resources; respect for the dignity of manual, technical, and professional work for the welfare of Oman; unification of Oman with the Arab world; and perception and comprehension of the necessity for mutual interactions between the Arab Islamic civilizations and other existing civilizations.

To transform the general goals of the Preparatory ~~primary~~ school curriculum into instructional objectives and materials, the Ministry of Education and Youth in Oman contracted with a group of seven qualified Jordanian educators. The new trends in educational psychology and learning theories, along with the Oman philosopy of educations and general aims and goals, formed the basis for formulating the objectives for each subject matter area, designating the content for each level, writing the textbooks and teachers' manuals, and planning the teacher training program. During this process, the textbooks were submitted to subject area committees to elicit comments for revision purposes prior to finalization of the textbooks and other instructional materials.

General Objectives of the Islamic Education Curriculum

1. To strenghten the students' faith, belief, and love for Allah, as well as their belief in the cornerstones of Islam in a logical and rational manner.
2. To strengthen the students' pride in Islam by word and deed.
3. To develop the students' love for the Holy Qur'an so that they humbly listen to it to derive its meanings and learn how to recite it properly.
4. To strengthen the student's self-confidence and awareness of the Muslim community's need for him, and how he should, for this purpose, increase his piety and knowledge and work for the welfare of the Muslim community.
5. To develop the student's sublime Islamic ethics by word and deed.
6. To strengthen the student's relation with and love for for his parents and family.
7. To develop the students' understanding of Islamic decrees and their application in real life.
8. To develop students' perception of the justness of reward and punishment in Islam.
9. To enable students to realize that only Islam - and not any other principle - is capable of fulfilling the individual's psychological, intellectual, and social needs.

10. To enable students to realize Islam's supreme dedication and its call for incessant true knowledge.
11. To enable the students to realize the sublime status of women in Islam.
12. To enable students to realize Islam's dedication to health-promoting physical education.
13. To enable students to become aware of the conspiracies of Zionism and its attempts to destroy Islam.
14. To enable students to emulate the sublime character of the Prophet Muhammad (May Allah's Peace and Blessings be upon him) as well as the character of his companions.
15. To assist students to adopt Islamic habits in their behavior and dealings with other members of the society.
16. To enable students to perform their prayers and religious duties faithfully.
17. To enable students to work for the setting up of a truly Islamic society.

General Objectives of the Arabic Language Curriculum

1. To instill in the students a love and appreciation for the Arabic language as the language of the Qur'an and of Arab progress and Arab civilization, as well as a vehicle for modern civilization and technology. Therefore, each student should be able:
    a. To read aloud in an expressive way.
    b. To read silently with speed and understanding.

   c. To master the ability to listen politely and to deduce the basic elements of what he hears in order to respond accordingly.
   d. To express himself correctly in the oral and written modes.
   e. To develop an inclination for free reading.
   f. To master the art of writing aesthetically.
   g. To increase his vocabulary and use words appropriately.
   h. To master the Arabic syntax and parsing.
   i. To become acquainted with the various genres of Arabic literature.
   j. To acquire the ability to deduce meanings, to use the dictionary, and to master grammar, spelling, and punctuation.
2. To relate the student to his Arab and Islamic heritage.
3. To strengthen the brotherly Islamic ties and consolidate the efforts for realizing Arab and Islamic unity.
4. To develop the students' awareness of the Zionist schemes and instigate them to struggle against it.
5. To develop a generation that is fully aware of the accomplishments of Arab civilization and its constructive participation in human civilization.
6. To develop the students' appreciation of various varieties of Omani heritage.

7. To develop the students' objective understanding of his society and its natural wealth as well as its problems which require urgent resolution.
8. To expand the students' perceptions by instilling in them healthy directions with respect to behavior and appearance.
9. To deepen the students' commitment and ties to their families as well as to the principle of the family as an essential unit of society.
10. To develop in the students respect for work and workers.
11. To cause the students to believe in and work for the principle that stipulates that the welfare of the individual can only be realized through the welfare of the group.
12. To refine the students' aesthetics and emotions as well as their abilities to think freely and rationally.

General Objectives of the Mathematics Curriculum

1. To help the student perceive numbers and the decimal numeration system used in reading and writing numbers.
2. To help the student develop arithmetic skills needed to do some calculations in his mind, especially in the lower grade.
3. To help the student know measurement units and scales, especially those which are needed and used in everyday life and also to know the relations between those units.

4. To help the student develop skills in doing arithmetic and algebraic operations and to draw geometric figures.
5. To help the student to develop the ability to deduce the properties of the four operations on numbers and algebraic expressions and to deduce the relations between geometric figures.
6. To develop skills in using the various aids needed in doing mathematical problems, such as mathematical tables and calculations.
7. To identify the components of his environment through:
   a. Classifying figures based on a specific characteristic.
   b. Identifying properties of geometric figures and use of measurement in grasping the mathematical relations based on them.
   c. Developing desirable moral, social, and scientific attitudes such as precision, organization, patience, concentration, and cooperation.
   d. Using logical thinking in deducing new properties of the geometric figures based on their known properties.
8. To develop skills in using symbols through:
   a. Identifying the role of symbols in stating the mathematical relations and simplifying the solutions of mathematical problems.
   b. Solving the algebraic problems, equations, and inequalities.

9. To develop the skills needed for problem solving.
10. To develop the necessary mathematical knowledge needed in other subject matter areas in pursuing higher courses in mathematics.
11. To use mathematical logic in understanding and solving problems and in arriving at conclusions and in making judgements.
12. To develop thinking abilities by using the methods of estimation, rounding-off, comparison, equating, and perceiving relations.
13. To express one's ideas mathematically.
14. To identify the role of consecutive civilizations in enriching the mathematics knowledge, especially the role of the Islamic and Arab civilization.
15. To appreciate beauty through the study of geometry.

General Objectives of the Science Curriculum

1. To develop the students' interest in their natural environment through acquiring the appropriate scientific concepts and principles that help him to understand his environment and explain its phenomena in order to be able to adjust to its changes and to live in harmony with it.
2. To identify the natural resources in Oman and the Arab World and ways to preserve these resources and to perceive their role in raising the standard of living for both the individual and society.

3. To identify the dangers of pollution and ways to save the ecological balance of the environment.
4. To develop positive scientific attitudes of
    a. curiosity and mental openness,
    b. suspension of judgement,
    c. fighting superstition by relating events to their causes,
    d. adoption of the experimental approach
    e. keen observation,
    f. respect for other people's opinions and readiness to change opinions in light of available facts,
    g. cooperation and work in a group,
    h. independence.
5. To learn about scientific thinking and adopting it as a method of solving every-day problems.
6. To develop the creative abilities of the students.
7. To discover and develop the interests and capabilities of the learners.
8. To develop hygenic habits that encourage the natural, healthy growth of the learner through:
    a. learning about the body, its organs and development
    b. observance of the principles of good nutrition, public health and safety, and protection against diseases.
9. To develop the habit of scientific reading that leads to an appreciation of scientists in general and the Arab and Muslim scientists in particular.

10. To develop the manipulative skills of the student through making simple tools and doing simple experiments.
11. To develop the students' appreciation of work and respect of manual work and to understand the important role of work in accomplishing national progress.
12. To appreciate the efficiency of the Universe as a system and to appreciate the natural beauty that reflects the greatness of the Almighty God.

General Objectives of the Social Studies Curriculum

Joint objectives to be realized by the social studies curriculum in league with the other subjects' curricula:

1. In the affective domain:
    a. firm belief in Allah and the Arab-Islamic principles and ethics - with a genuine understanding of the principles that promoted the spread of Islam as well as the elements which consolidate Arab unity
    b. loyalty and sense of belonging to the homeland with genuine love and appreciation through knowing it and being firmly connected with its land and cultural heritage while harboring feelings of true citizenship, responsibilities, rights, and duties; as well as faith in oneself and hopes for the future

c. loyalty to the Sultan as a symbol of homeland and a embodiment of the hopes and aspirations of the people

d. realization of the elements of national unity and a feeling of a common destiny

e. pride in the Arab-Islamic cultural heritage

f. firm belief that the Omani people constitute an inseparable part of the Arab nation

g. firm belief in family ethics and relations

h. acquisition of a developing potential for joint cooperative action

i. an understanding of the needs and aspirations of the Omani Arab society

j. genuine concern for observing the correct rules of social conduct in communicating and dealing with others, as well as deliberation in passing judgement, self-criticism, and admission of errors

k. respect for manual and vocational work

l. acquisition of correct trends and outlooks, e.g., democratic relations based on "shura" (consultation), social justice, equality, nonprejudice, strictness, leadership, respect for private and public property, and perfection in one's work

m. an aesthetic feeling, appreciation, and expression of beauty

2. In the cognitive domain:
    a. knowledge of one's self and society, as well as their interrelation
    b. acquisition of capability for direct and indirect observation, explanation, deductive and inductive reasoning, analysis, construction, creativity, and other types of mental operations - all in accordance with the students' mental development
    c. developing the capability for information gathering, pursuit of truths, criticism, independent thinking, and decisionmaking
    d. acquisition of a developing potential for self-education and independent outside reading
3. In the psychomotor skills and cognitive domains:
    a. practicing the actions related to the aforementioned affective and cognitive domains
    b. integrating the practical development and the rational development of mankind
    c. effective use of the different sense perceptions in matters related to social studies
    d. acquisition and positive and effective practice of the practical communication skills

Objectives specific to social studies for helping Omani students to realize the following:

1. In the domain of concept formation, research methods, and thinking:

a. understanding history and the significance of historical incidents by adopting an historical approach based on the availability of historical information and documents - while placing emphasis on reviving past glories
b. understanding the historical role of the Arab and Islamic nation in enriching and contributing to world civilization
c. perceiving the historical development of the Arab nation in vertical periods while indicating the horizontal development of some Arab countries, especially Oman
d. perceiving the dangers which have threatened and are threatening the Arab world, especially Zionist expansionism, and the efforts exerted to overcome these dangers
e. paying close attention the current events and understanding their significance
f. perceiving time and space relations in accordance with the students' mental development
g. acquiring the concepts, principles, and generalizations related to geography, economics, and sociology in accordance with the students' mental development
h. perceiving the concepts of development and planning and deducing their significance.

2. In the domain of human interaction with the environment and perception of the relationship between different environmental phenomena:
   a. adopting a gradual teaching approach that utilizes spheres beginning with the family and ending with the world at large - while perceiving the integrative relationsip and intellectual and material cooperation between countries of the world
   b. understanding the relationship and mutual effect existing between the family and school, on the one hand, and the local environment on the other
   c. perceiving the interaction between man and his environment in Oman and in some other environments as well
   d. learning of and appreciating the efforts of the Omanis in making the best use of their natural resources and environment
   e. safeguarding the environment and maintaining its incessant capacity for production
   f. perceiving and interpreting the relationships existing among the various phenomena
   g. perceiving the functions and characteristics of the governmental and social institutions and their relation with social functions.
3. In the domanins of cognitive and psychomotor skills:
   a. reading and interpreting geographical and historical maps

b. understanding the directions and scales and the various symbols used in maps in accordance with the students' mental development

c. understanding and making use of the primary given information, statistical data, and illustrations in their various forms

d. being capable of reading, understanding, and distinguishing the information given in maps and globes, as well as classifying it and interpreting it into words and symbols while observing and collecting the information derived from direct and indirect experiences, and then recording, reorganizing, and representing it on maps via appropriate symbols

e. determining, analyzing, and interpreting the geographical and astronomical locations on maps and globes in accordance with the students' cognitive development

f. acquiring the skills needed for surveying, studying, and understanding the significance of the different social phenomena and being capable of making correct social judgements

g. practicing the actions and trends related to the aforementioned objectives.

General Objectives of the English Language Curriculum

1. To master a content vocabulary of 700 words as well as specific syntactic patterns and to use English language

skills to situations in Oman in the appropriate register:

a. To follow and give oral instructions and directions

b. To follow, and participate in a conversation, interview, or discussion of daily events

c. To make a request orally for a precise service or bit of information

d. To describe an object, place, or event in the oral or written mode

e. To give an oral or written report of an incident or discussion

f. To give an oral or written explanation of a process or procedure

g. To give a brief public address of welcome, to introduce a speaker, or to express gratitude

h. To take notes in English in audio or textual modes

i. To summarize spoken or written information

j. To develop silent reading skills

k. To scan a text for specific information

l. To recognize and understand the development of an idea, argument, main idea, supporting details text

m. To translate letters, notes, reports, and memoranda from Arabic to English

n. To write formal and informal letters

THE DESIGN OF THE OMANI CURRICULUM

During 1976-1977 curriculum designers translated the goals and objectives into educational practices, student textbooks, teacher's manuals, and other educational materials. By 1977-1978 curriculum development had progressed to specialized committees for subject matter areas. These committees designed five curricula and wrote numerous books for the preparatory level curricula in accorance with the curriculum development process recommended by Farhan et al (1985).

Weekly meetings were held by the subject area committees and the Omani Committee on Curriculum Development. The subject area committees designed the curriculum as an outcome of studying the Omani values and social norms, philosophy of education, previously utilized educational outlines, and the policy for the growth and development of the Sultanate as indicated in the speeches of His Majesty Sultan Qaboos. In addition, the subject area committees analyzed comparative curricula from neighboring Arab countries and studied the most recent trends in curriculum development. The Omani Committee on Curriculum Development met to assign the work to the subject area committees, supervise the revision of the preliminary drafts of the textbooks and materials produced by the subject area committees, and develop the process for implementation of the curriculum.

INTRODUCTION OF THE NEW OMANI CURRICULA TO THE EDUCATIONAL PERSONNEL

At the beginning of the 1978-1979 school year, a conference was held for the personnel who would direct the implementation of the new curriculum and educational materials. It was determined that the subject matter teachers, supervisors, and school headmasters were the crucial personnel for successful implementation of the new Omani curriculum. Further, it was stipulated that familiarization with the new curricula would be the first step of the process to insure that the classroom teacher understood the characteristics and features of the curriculum, the textbook, and teacher's manuals. Therefore, it was crucial to develop a plan to train the teachers in the effective use of the student textbooks, teacher's manuals, testing program, teaching aids, and yearly and daily lesson plans to successfully implement the curriculum. Farhan et al (1985) in a report of the conference recommended that implementation should be facilitated by the following recommendations.

A. The Department of Teachers Training should meet with the Educational Directors of the school districts to identify the centers for training in each district, designate from the Curriculum Department the supervisors and specialists to conduct the training sessions, and specify the length of time and the dates for training. Seminars, training sessions of two-to-three hours duration, group discussion of the content of the textbooks, visitations to other classrooms to observe implementation of the curricula should be the primary delivery strategies. The inclusion of new math concepts in the curriculum would necessitate special bi-weekly meetings for these teachers. In addition, school headmasters should attend a workshop to develop the competencies to perform as resident supervisors of the curriculum implementation. It was recommended that documentation of the proceedings of this conference should be printed in a booklet for distribution to all schools to be available to teachers and educators.

B. To improve the evaluation process the Department of Examination, in cooperation with the personnel of all strata of the Omani educational system, should assume the responsibility for training teachers in techniques to utilize the data from objective testing in either a diagnostic or remedial manner. This should be a high priority item because objective tests were the assessment method built into the new Omani curriculum.

C. Teaching aids which reflected the local environment should be integrated into the new Omani curriculum and would necessitate the Department of Curriculum, along with the cooperation of the subject specialists, supervisors, and teacher trainers, to produce a list of suggested teaching aids for each subject matter at each grade level with instructions indicating how to produce the teaching aids and how to utilize them to maximize learning.

D. Teachers should be assisted in preparing their yearly plan of teaching so that the environmental, psychological, and educational elements would be incorporated with the guidelines from the teacher's manuals. In addition, preparation of daily lesson plans should not only reflect the educational principles suggested in the teacher's manual but also include various models of instructional delivery.

E. To provide for enrichment of the new Omani curriculum, it would be necessary for the schools to provide references, journals, magazines, and books. On a trial basis the use of a rotating library for enrichment purposes was suggested for some of the school districts. Also, all science classes in the schools of Oman should be provided with the materials, teaching aids, and laboratory equipment necessary to effectively present and interact with the science curriculum.

F. It was recommended to the Teacher Training Institutes to initiate training that focused on the new curriculum and the teacher's manuals for the students.

G. The Departments of Curriculum and Teacher Training should provide orientation to the new curriculum for teachers recruited from other Arab countries prior to their placement in the schools.

H. The recommendation that would provide the foundation for implementation was that a unified opinion in relation to the Omani curriculum should be presented by the curriculum specialists and the supervisors from the Ministry and the school districts. All personnel should work as a team in presenting the various activites in teacher training, testing, and teaching aids. Specialists from the Ministry should be a part of in-school activities to observe the process of implementation. Further, it would be possible to identify problematic areas and devise strategies to improve the implementation process. This would facilitate cooperation among the various levels of educational personnel.

Although Farhan et al (1985) indicated that these recommendations were proposed at the conference held during the 1978-1979 school year, the new Omani curriculum was installed directly without any pilot of the curriculum materials. Prior to the conference, the drafts of the student textbooks and teacher's manuals had been reviewed by the curriculum specialists and their comments for revision had been forwared to the Omani Committee on Curriculum Development which supervised any modifications before the materials were prepared in their final printed form. This indicates that implementation of the new Omani curriculum had not proceeded according to the recommendations explicated at the conference.

Therefore, the teachers first became acquainted with the new student textbooks, teacher's manuals, teaching aids, testing methods, and teaching aids when they began teaching the new Omani curricula. However, the Department of Curriculum was assigned the responsibility of following up the new material during the successive years of implementation of the new Omani curriculum. This provided limited formative evaluation; in that, through a less stringent means, the Department of Curriculum gathered adequate information to modify student textbooks and teacher's manuals for the new yearly printings.

STATEMENT OF THE PROBLEM

The Omani curriculum designed for the preparatory schools has been utilized for the past eight years. At this time, it is necessary to evaluate the curriculum of the preparatory subject matter areas: Islamic Education, Arabic Language, Mathematics, Science, Social Studies, and English Language. Evaluation of the curriculum is especially important because neither a formative model of evaluation was proposed or followed during the process of the design of the curriculum and production of materials nor was a summative model of evaluation proposed and utilized during the implementation of the curriculum.

PURPOSE OF THE STUDY

Therefore, the purpose of this present study is to evaulate the curriculum to identify the strengths and weaknesses of the curriculum with respect to the stated objectives and to indicate the extent to which these objectives have been met. Curriculum development is a dynamic processs; therefore, from the statistical data of this present study, recommendations will be offered to reinforce the strengths of the Omani curriculum and to improve the weaknesses that hinder the efficiency of fulfilling the objectives of the curriculum.

SIGNIFICANCE OF THE STUDY

The new Omani curriculum represents an enormous investment in terms of both human and financial resources. The expected outcome from this curriculum is a new Omani generation that should have developed qualities, knowledge, and competencies to make important contributions to the economic and social development of the Omani society. Therefore, there is a legitimate need to evaluate the curriculum to determine the extent to which it contributes to the realization of the Omani reform movement. Further, the rapidity of social, economic, and technological change during the present era may have rendered the Omani curriculum somewhat inadequate to enhance the development of Oman.

Chapter 3

REVIEW OF LITERATURE

Definition of Curriculum

Curriculum as a specialized field was initiated in the early twentieth century, more precisely in 1918, with the publication of two major works, Franklin Bobbitt's _The Curriculum_ and the report, _Cardinal Principles of Secondary Education_, issued by the Commission on the Reorganization of Secondary Principles. The cardinal principles of secondary education were "health, command of fundamental process, worthy home-membership, vocation, citizenship, worthy use of leisure, and ethical character" (p. 10). Educational offerings were to be judged by these cardinal principles. According to this report, the determinants of the objectives of the curriculum should be

> the needs of the society to be served, the character of the individuals educated, and the knowledge of educational theory and practice available. (p. 7)

Therefore, schools should derive their goals from the activities of the adults in society. Bobbitt's _The Curriculum_ featured his idea that curriculum is defined by studying the activities of man to discover what forms of knowledge individuals need to know. Six years later, in 1924, Bobbitt published _How To Make a Curriculum_ which identified 821 objectives for the curriculum writer. The emerging field of curriculum development became the dynamic force in teacher education, and curriculum revision at the local school level fostered teacher retraining.

The amorphous nature of the word "curriculum" reflects the wide variety of definitions suggested by various specialists who espouse diverse philosophical beliefs. However, some curriculum specialists with narrow perspectives hold to curriculum as subject matter areas taught in schools. Carter V. Good (1973), in his Dictionary of Education, describes curriculum as "a systematic group of courses of sequences of subject matters required for graduation or certification in a major field of study, for example "Social studies curriculum, Science curriculum...etc." Others have subscribed to more inclusive definitions. Hollis and Campbell (1935) defined curriculum as "all experiences children have under the guidance of teachers" (p. 66). Albert Oliver (1977) viewed curriculum in four parts: "the program of study, the program of experience, the program of services, and the hidden curriculum" (p. 8). This change to a more inclusive definition was clarified by Doll (1978) in his statement that

> The commonly-accepted definition of the curriculum has changed from content of courses of study and lists of subjects and courses to all the experiences which are offered to learners under the auspices or direction of the school. (p. 6)

Over the years specificity of structure, function, and aims refined the definition of curriculum. Ronald Doll

(1978) emphasized function in his defintion of the curriculum of a school as

> the formal and informal content and processes by which learners gain knowledge and understanding, develop skills, and alter attitudes, appreciations and values under the auspices of that school. (p. 6)

Structure was featured in Taba's (1962) definition that

> All curricula, no matter what their particular design, are composed of certain elements. A curriculum usually contains a statement of aims and of specific objectives; it indicates some selection and organization of content; it either implies or manifests certain patterns of learning and teaching whether because the objectives demand them or because the content organization requires them. Finally, it includes a program of evaluation of outcomes. (p. 10)

Mauritz Johnson, Sr. (1967) best highlighted the aims perspective by defining curriculum as "structured series of intended outcomes" (p. 130).

Although a great number of different definitions of curriculum exist, they share an important commonality; curriculum represents a plan for action and not the action itself which is instruction. Many specialists have attempted to emphasize the distinction between curriculum and instruction. Johnson (1967) used the implementation criterion to divide them by pointing out that "curriculum prescribes (or at least anticipates) the results of instruction and does not prescribe the means" (p. 130). Conversely, Taba (1962) viewed curriculum and instruction as two ends of a continuum and concludes that "where to draw a dividing line between them is relatively flexible and a matter of subjective judgement" (in Razik 1974, p. 130).

CURRICULUM DEVLEOPMENT

If curriculum is considered as a plan for providing adequate learning experiences for learners in formal educational settings, then curriculum development is the dynamics by which this plan is prepared, implemented, and continued progressing toward its objectives and goals. Curriculum describes a product; curriculum development describes the process by which this product is produced. Some specialists prefer curriclum engineering because this title emphasizes the influence of technology in the process of curriculum development.

The system that represents curriculum development, or engineering, according to P. Oliva (1982), consists of three phases: "planning or design, implementation or action, and evaluation or control and judgment" (p. 25). Arieh Lewy (1978) suggested six stages of curriculum development: "determination of general aims, planning, tryout, field trial, implementation, and quality control" (p. 15). From a systems perspective, it should be noted that these stages are neither hierarchical nor linearly sequential, as some components may proceed parallel to each other or some of the later components may come before the leading components. The whole system may be considered as cyclic.

MODELS OF CURRICULUM DEVELOPMENT

Curriculum development is viewed by most educators as the process of making programatic decisions and of revising the products of those decisions on the basis of continuous and subsequent evaluation; a model is perceived as giving order to this process (P. Oliva, 1982). Although an abundance of curriculum development models exist in the literature, there is a predominance of similarities among them. The salient differences among the curriculum development models are a result of the individual modelbuilder's emphasis of his or her own points of special interest. Categorization of curriculum development models may proceed according to emphasis on the decisionmaker, emphasis on the elements, sequence, and nature of the curriculum development process, and emphasis on the human factor in the change process.

Smith, Stanley and Shores (1957), using the decision-making criterion to categorize models, identified three categories: the administrative model, the grass roots model, and the demonstration model. Razik (1977) presented an account of these three models but warned that "all models of curriculum development represent theoretical prototypes which rarely, if ever, occur in pure form when put into practice" (p. 6).

The Administrative (Line-Staff) Model

This model was considered by Razik (1974) to be the earliest, most familiar pattern of curriculum development. It utilized a "top-down, line-staff" procedure, and the whole development project was usually initiated by the top-level official, i.e., a superintendent of education in the decentralized educational system of the United States or a Minister of Education in a centralized educational system in many of the developing nations. Upon this official's decision that a program of curriculum development and implementation is necessary, he arranges meetings with key subordinates to form a steering committee ("usually called the high consulting committee in the Arab countries") (p. 7.).

The charge of the steering committee is to formulate general plans, develop guiding principles, and prepare a statement of philosophy and objectives for the entire school system. In addition, the steering committee may provide for the selection and organization of working committees to formulate plans, principles, and objectives of the curriculum, content learning activities, and so forth - all in accordance with the policy guidelines formulated by the steering committee.

Upon completion of the curriculum construction process by the appointed working committees, the documents which they have prepared are reviewed by the steering committee to ensure that these documents conform to the policy guidelines. The steering committee also coordinates the work of the various working committees to ensure the coherence of the scope and sequence of the whole program. In addition, the steering committee makes the necessary emendations of style and form during preparation of materials for publication. The steering committe may supervise the installation of the curriculum or appoint another committee or division to accomplish this task.

In the implementation phase, the committee acquaints the personnel who were not engaged in the production of the curriculum with its philosophy, goals, objectives, and methods and techniques of implementation. The last task of the steering committee, or its appointed subcommittee, is to monitor the effectiveness of the curriculum in schools through class visits, discussion, pupil evaluations, and other means. As indicated by the results of the monitoring process, modifications must be made in the curriculum.

Razik (1974) summarized the weak points of this model by stating that

> since curriculum development in the administrative model is conceived, initiated and directed from the top downwards along hierarchical line-staff channels, it has been widely criticized as being undemocratic in principle. (p. 8)

He also added that

> experience with the model has shown that it is not a very effective means for bringing about and sustaining significant curriculum change. The reasons are fairly complex and have a great deal to do with the fact that curriculum change is "people change" and cannot be brought about merely by organizational manipulation. (p. 8)

Zais (1976) criticized the uniformity assumption of the administrative model wherein curriculum change takes place uniformly at a given time throughout the school system. He stated that

> As experience in curriculum programs increased, the concept of change on a "uniform front" was one of the points at which radical modifications

> occurred. Thus, there developed the concept of change on a "broken front." (pp. 448-449)

As a result of the criticism noted above, the administrative model is rarely advocated among curriculum specialists, yet many school systems use it with varying degrees of authoritarian nomenclatures to "get the job done."

The Grass Roots Model

In contrast with the administrative model, the "grass-roots" model, initiated by teachers in their individual schools, employed democratic group methods of decisionmaking, proceeded on a broken front and was geared to the specific curriculum problems of a particular school or classroom. Razik (1974) determined that

> the intensely democratic orientation of the grass-roots model is responsible for generating what have probably become the curriculum establishment's two least questioned axioms: first, that a curriculum can be successfully implemented only if the teachers have been intimately involved in the construction and development processes, and secondly, that not only professional personnel, but students, parents and other lay members of the community must be included in the curriculum planning process. (p. 10)

Although neither of these axioms has been satisfactorily demonstrated in practical curriculum development projects, this does not mean to deny the role these groups can play in curriculum development, but refers to the failure of specifying accurately and precisely those roles.

The primacy of the teacher as the key to effective curriculum engineering was based on a Smith, Stanley and Shores' (1957) discussion that

> 1. The curriculum will improve only as the professional competence of teachers improves.
>
> 2. The competence of teachers will be improved only as the teachers become involved personally in the problems of curriculum revision.
>
> 3. If teachers share in shaping the goals to be attained in selecting, defining, and solving the problems to be encountered, and in judging and evaluating the results, their involvement will be most surely assured.
>
> 4. As people meet in face-to-face groups, they will be able to understand one another better and to reach a consensus on basic principles, goals, and plans. (in Razik, 1974, p. 11)

Razik (1974) determined that

> The primary weakness of the grass-roots model of curriculum engineering is that it applies the method of participatory democracy to a highly technical, complex and specialized process, a one man - one vote rationale will not necessarily result in good decision making in situations where it is necessary to bring to bear the authority of specialized knowledge. (p. 11)

He also called for far more precise definition of the roles and functions of teacher, community, and student groups to ensure democratic decisionmaking without the drawbacks mentioned above. Despite the criticisms against the grass-roots model, it should be noted that it contributed immeasurably to broaden the base of curricular decisionmaking and to increase responsiveness of curricula to community desires and responsiveness of community to curriculum changes.

The Demonstration Model

Because curriculum changes are usually perceived as threats to the security, status, and general welfare of the people affected by them, the demonstration model introduced these changes on a small scale. Smith, Stanley, and Shores (1957) identified two forms of the demonstration model. In the first, a separate unit of teachers was organized within the school and charged with the development of an experimental curriculum project as a research and development team. The newly developed segments of curriculum were presented to their colleagues in the hope that they would adopt the curriculum segments.

It should be noted that this form of the demonstration model was not very different from the administration model in the way that the decisions were made or the way that the teams were formed. The only difference was in the small-scale characteristic of this form.

The second form was less formally constituted than the first in the sense that the change was initiated by a small group of dissatisfied teachers on their own. The more successful units produced through this informal research and development were presented to other teachers in the hope that they would adopt them. It should be noted that this form is not very much different from the grass-roots model.

Razik (1974), after Smith, Stanley, and Shores (1957), identified several advantages associated with the demonstration model. First, because the curriculum produced by this approach had undergone testing in a protected, experimental situation, it could provide a school, or school system, with workable alternatives to present practices. Second, changes introduced by this model were in the form of specific, workable segments which tended to mitigate the head-on resistance that often develops in the face of proposals for total or systemwide revisions. Third, the small scale nature of this model facilitates the "broken front" approach to curriculum innovation that avoided the hiatus between document production and implementation that was inherent in the administrative model. Finally, the demonstration model, especially in its grass-roots form, capitalized on the initiative and resourcefulness of teachers and geared the administrative resources to the needs and interests of teachers in the development of new programs.

The principal weakness of the demonstration model lies in the fact that it created new antagonisms to replace the ones that it had avoided. Smith, Stanley, and Shores (1957) noted that

> Teachers who are not participants in the development process perceive the experimenting teachers with suspicion and distrust. Resentments like these don't look well for the adoption of even the most meritorious curriculum innovations. (p. 436).

Razik (1974) suggested, as a remedy to these resentments, that provision for open lines of communication between the participant teachers in the development process and the regular faculty, parents and students must be established to allow participant teachers opportunities to demonstrate to the others the merit of the experimental work in order to prevent, or neutralize, resentments.

Elemental or Sequential Model

In this group of curriculum development models, the curriculum specialists who originated them were not interested in the management and decision-making policies, but in the areas of decisionmaking and the sequencing of processes that in their integrity were called curriculum development, or curriculum engineering. Most of the curriculum designers who fall within this category were of the behavioristic orientation and adopted the systems approach. The learners were considered as input into the system with the aim of affecting changes to produce an output with a specific characteristic. This operation, in their opinion, was done through a sequence of well-designed processes. The curriculum designers differed in the way they viewed the nature of the sequence as linear or cyclic and whether it proceeded from global processes to detailed ones or vice versa. Four models were encompassed by this category.

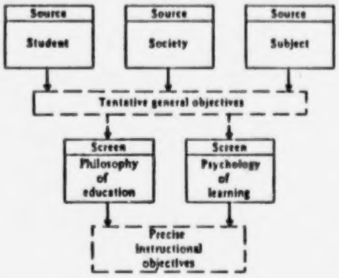
Tyler's Model

Considered as one of the best known models with special attention given to the planning phases, Tyler's model was one of the most widely practiced models of curriculum development, especially for the selection of objectives.

In his curricular rationale, Tyler (1949) identified the sources for gathering data to enable the developer to identify a set of potential objectives. These three areas were the learners, the contemporary life outside the school, and the subject matter.

After identifying numerous general objectives from these three sources, the curriculum planner would refine them by filtering them through two screens: the educational and social philosophy of the school and the psychology of learning. The set of objectives that successfully passed through the two screens became the specific objectives of the curriculum to be developed. Tyler called these objectives goals or educational objectives or instructional objectives. Tyler's curricular rationale is depicted in Figure 2.

FIGURE 2 Tyler's curricular rational


Source
Student
Source
Society
Source
Subject
Tentative general objectives
Screen
Philosophy of education
Screen
Psychology of learning
Precise instructional objectives

Source: R. W. Tyler, in P. F. Oliva, 1982.

Tyler advised the curriculum planners to analyze each of the sources of curriculum objectives as follows:

1. The learners: The curricular planner should analyze data relevant to the learners' total range of needs and interests, educational, social, occupational, physical, psychological, and recreational. This may be done through observations by teachers, interviews with

students and parents, and questionnaires and other known tools for collecting data.

2. The contemporary life outside the school: The curriculum planner should analyze both the local community and the whole society in the areas of health, family, recreation, vocation, religion, and civil roles, to identify the beliefs and traditions, values, and needs of the community on both levels.

3. The subject matter area: The curriculum developer in this area must play the role of a subject matter specialist and analyze the nature, logic, and sequency of the subject matter area.

The philosophical and psychological screening provided by the Tyler model was meant to eliminate unimportant and contradictory objectives.

Tyler urged the curriculum planner to formulate an educational and social philosophy and to outline their values. He illustrated this task by emphasizing four democratic goals. (Oliva 1982).

Philosophical Screen

1. The recognition of the importance of every individual human being regardless of his race, nationa, social, or economic status.

2. Opportunity for wide participation in all phases of activities in the social groups in the society.

3. Encouragement of variability rather than demanding a single type of personality.

4. Faith in intelligence as a method of dealing with important problems rather than depending upon the authority of an autocratic or aristocratic group.
(Tyler, 1949, p. 33-36)

To apply the psychological screen, the curriculum developer should specify the principles of learning believed to be sound on the basis of adequate knowledge and training in the fields of educational psychology and human growth and development. Tyler explained the significance of the psychological screen in the following three points.

> Psychological Screen
>
> 1. Knowledge of the psychology of learning enables us to distinguish changes in human beings that can be expected to result from a learning process from those that cannot.
>
> 2. Knowledge of the psychology of learning enables us to distinguish goals that are feasible from those that are likely to take a very long time or are almost impossible to attain at the age level contemplated.
>
> 3. Psychology of learning gives us some idea of the length of time required to attain an objective and the age level at which the effort is most efficiently employed. (Tyler, 1949, p. 35).

Tyler's model included more planning steps that follow the selection of objectives. These are included in Figure 3.

Foshay, in a paper written in 1961, indicated that there were three critical elements with which curriclum planners must deal. These were knowledge of the child, knowledge of society, and knowledge of the nature of organized knowledge. Foshay's third element, knowledge of the nature of organized knolwedge, marked a shift in thinking about subject matter (Al Ibrahim, 1980, p. 48). Neaglay and Evans (1967, p. 6) had called this a shift from subject-centered curriculum development. Their view was that the discovery of a discipline as a way of making knowledge rather than learning facts was the central element of this new approach. Bellack described this shift as

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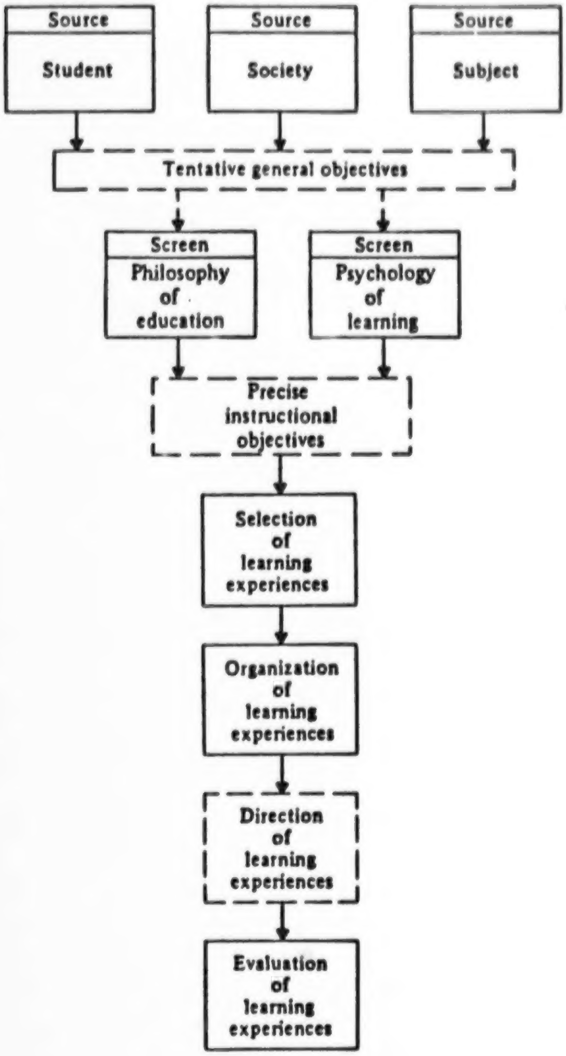
FIGURE 3 Tyler's curricular rational (expanded)


Source
Student
Source
Society
Source
Subject
Tentative general objectives
Screen
Philosophy of education
Screen
Psychology of learning
Precise instructional objectives
Selection of learning experiences
Organization of learning experiences
Direction of learning experiences
Evaluation of learning experiences

Source: R. W. Tyler, in P. F. Oliva, 1982.

> The aim is to introduce students to the universe of discourse, or more grandly the ways of life, represented by the fields of scholarship. Students are to engage in activities patterned after those of practicing physicists, chemists or economists. Whereas formerly factual and descriptive content of the various fields was stressed, now the emphasis is on the basic concepts and conceptual relationships that scholars in the various fields use as intellectual tools to analyze and order their data. (Neagley and Evans, 1967, p. 8)

Many of the innovations of the 1950's, the new math, audio-lingual foreign language instruction, and the plethora of science programs were devised by the subject matter specialists. This demonstrated the impact of Tyler's model on curriculum development in that era. It also indicated the effect of the shift from the concept of subject matter as facts into a discipline with its concepts and processes and conceptual sequencing. This phenomena dominated curriculum development projects throughout the late 1950's and early 1960's.

One of the primary criticisms of Tyler's model, including the modified models that followed his conceptualizations, was that it separated knowledge into separate areas or disciplines. A subject matter area, or discipline, could work on the basis of developing specific curricula, such as a science curriculum or mathematics curriculum. However, it was not a good basis for designing global curriculum for a level of education, i.e. the primary school. Johnson (1967) emphasized this fact in this comment that "The only possible source [of curriculum] is the total available culture, while the organized subject matter or disciplines can only be considered a source of curriculum items" (p. 132). By his comment, Johnson considered a curriculum in a specific subject matter area as an item in the whole, or global, curriculum for a level of schooling. Tyler's model was lacking the intergration of the three types of knowledge.

Another criticism of Tyler's model lies in its linearity as indicated by Soto, who in cooperation with Tyler, in 1969 developed a model that elminated the linearity and identified the interrelationships among the variables of the system as shown in Figure 4. Soto's model is characterized by the following features

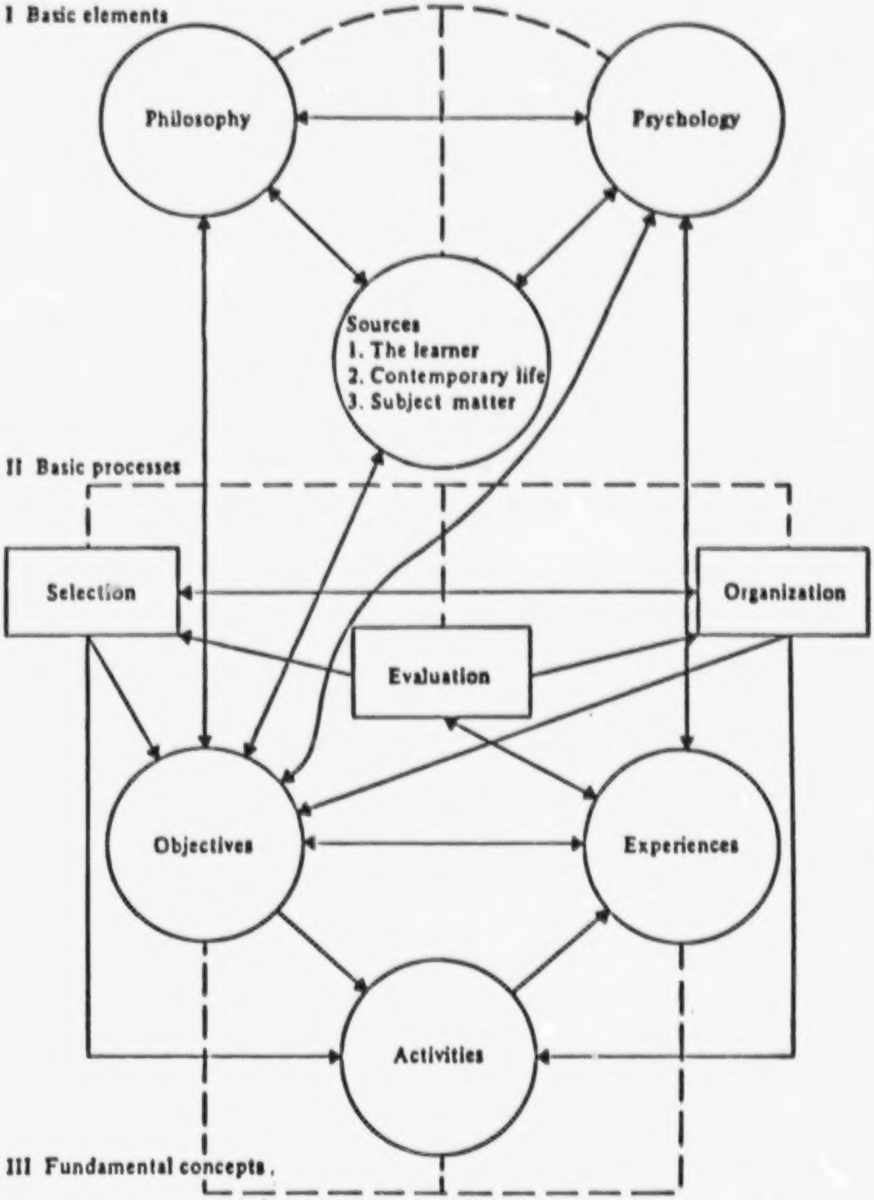
1. It commences with the two screens instead of the three sources of knowledge.
2. It distinguishes between three fundamental concepts: objectives, activities, and experiences, and defines each of them. He defined objectives as the combination of experiences that the learner attempts to achieve and defined experiences as the behaviors written into the objectives. Activities, in Soto's definition, were those experiences that the learner undertook to achieve the expected behaviors.

In his model, Soto showed that objectives and activities were selected and organized, but only experiences, i.e., terminal behaviors, were evaluated.

Beauchamp's Model

Beauchamp (1964) identified five critical decision-making areas as the constituents of a model for curriculum engineering. The five areas are (1) the arena for curriculum development, (2) the selection and

FIGURE 4 Leyton Soto's intergrated model


I Basic elements
Philosophy
Psychology
Sources
1. The learner
2. Contemporary life
3. Subject matter
II Basic processes
Selection
Organization
Evaluation
Objectives
Experiences
Activities
III Fundamental concepts

Source: M. Leyton Soto, in M. Leyton Soto, & R. W. Tyler, 1969.

involvement of people, (3) the organization and procedures for curriculum planning, (4) curriculum implementation, and (5) curriculum evaluation (p. 18).

The arena referred to the scope of the development efforts. To Beauchamp the arena may range from a classroom to a nation-wide school system (as in the case of most Arab countries).

The second decision-making area, the selection and involvement of people, was intimately connected to the previous one because the selection of personnel to participate in the development process depended upon the scope of the development. If it were on a national level, then it would be unrealistic to select a teacher from a small school in a rural area to participate. One of the controversial issues related to this area was the question of whether teacher participation in the planning of curriculum was essential.

Theoretically, there was strong advocacy of full democratic participatory activitiy not only by the teacher but also of all lay personnel affected in curriculum development. However, Beauchamp cautioned against falling under the fallacy of impractical theory in his statement

> The theorist or practitioner who debates on this involvement should know beforehand the teacher-load problems that it carries in its wake. The conventional impression of the job of the teacher is that his sole responsibility is to develop instructional strategies and carry them out with his class or classes. To think of involving teachers additionally in anything as

> complicated as a curriculum system is impossible unless ways and means (are found) for teachers to participate unencumbered by teaching responsiblities. (in Razik, 1974, p. 16)

As for the other lay groups, such as parents and community members, Beauchamp believed that the question of their participation should be approached on at least three levels: (1) Should these groups be involved in curriculum planning? (2) If so, what role should they play? and (3) Is it possible to develop ways and means for that role to be effectively executed?

The third area concerning organization and procedures for curriculum planning defined the procedures to be followed by those who determined the overall curriculum by selecting and stating the goals and objectives and selecting and sequencing the learning activities. The logical approach was that problems in this area were more manageable in the case of a small scope and homogeneous working groups.

Beauchamp (1964) divided the organization and procedures area into five successive phases: (1) formation of a "curriculum council" to look after the overall coordination task, (2) appraisal of present practices, (3) study of new alternative contents, (4) formulation of criteria for decisions about what shall go into the curriculum, and (5) designing and writing the new curriculum.

It was his conclusion that these five phases incorporate most of the activities proposed by curriculum authorities and used in projects reported by school systems." (p. 131).

Beauchamp also emphasized the importance of the implementation phase. His assertion was that while many curricula had been well planned, far fewer have been systematically implemented and, consequently, failed and ended gathering dust in a closet.

The fifth area of Becauchamp's model featured curriculum evaluation which he divided into four evaluation dimensions: the teacher's use of the curriculum, the curriculum design, student outcomes, and the curriculum engineering system.

One basic criticism that Beauchamp's model evoked is that it left many questions unanswered because it was a version of the top-down administrative model. Beauchamp did not deny the latter criticism as he himself noted that his model incorporated procedures that had become well established in school practice, and school practices have traditionally favored the administrative model.

Taba's Inverted Model

Taba (1962) expressed three major criticims of the traditional, deductive sequence of curriculum engineering that commenced with general issues and moved forward to specific ones. Her criticisms centered about the following three points:

1. The deductive process "tended to reduce the possiblity for creative innovations because it limits the possibilities of experimentation

from which new ideas and concepts of curriculum emerge."

2. Curriculum committees deduce what theoretically seems appropriate curriculum plans, but this judgement cannot be validated until implementation has taken place for a good length of time. This meant that the plans produced in this way were based on logic, not on empirical results.

3. Because these plans were deduced on logical bases, they tended to consist of very general, abstract prescriptions or "sketchy schemes" of instruction.

All these shortcomings of the traditional, deductive sequence of curriculum development according to Razik (1974) "create a wide gap at both ends between theory and practice" (p. 19-20). This conclusion is reinforced by Taba's statement that

> Theoretical designs of curricula are developed with meager foundations in experimentation with practice and implementation is carried on with insufficient understanding of theory. This gives theory an unreal quality and forces black and white thinking. (Razik, 1974, p. 20)

As proof for her criticisms, Taba cited the failure of the core curriculum. To deal with these problems, Taba suggested an inductive sequence that began with the planning of specific teaching units by classroom teachers who implemented them and validated their applicability through testing. Then, these units may be used as an empirical basis for designing the overall curriculum. Taba determined that such sequence can help to bridge the gap between theory and practice because the production of teaching-learning units combines theoretical competence and practical experience in teaching. A second advantage claimed by Taba is that because these units were produced and implemented by teachers in the system, they can easily be introduced in the entire system without resistance. The third advantage of this method was that curricula made of both a general framework and tangible teaching-learning units were more likely to affect classroom practice than do the deductive sequences which stop short of the specific guidance afforded by the teaching units.

Taba's inductive (or inverted) model consisted of five steps or phases: production of pilot units, testing the experimental units, revision and consolidation of the units, development of a framework, and installation and dissemination of the new units. In addition, Taba presented an eight-step sequence as a guideline for teachers in producing new units. These eight steps were diagnosing needs, formulating specific objectives, selecting content, organizing content, selecting learning experiences (activities), organizing learning experiences (activities), evaluating, and checking for balance and sequence.

With regard to decisionmaking, Taba's model may be considered to be a variant of the grass-roots model with more elaboration on the phases of curriculum development. Its major strength was inherent in its provision for the integration of theory and practice through the thinking-doing situation which this model advocated. Razik (1974) considered Taba's first two steps as important contributions to the implementation phase. He stated that

> Taba's model in purely organizational terms goes a long way towards stimulating reassessment of the conventional patterns in curriculum engineering, especially her concern for theory-practice interrelationships, the congruous translation of curriculum into translation and the differentation of roles in the engineering process. (p. 26)

Human Factor Model

Many curriculum developers had agreed that a curriculum change was in fact a "people's change." However, on a practical basis, this concept was hardly emphasized in curriculum models. In the midst of the complications of reconciling the emphasis between the behavioristic approach of elaboration of objectives, processes, and phases and the managerial and decision-making hierachy, the human factor, or "people's change," was usually lost. That is the reason why it does not appear incongruous that Carl Rogers, a non-professional educator, suggested a model that centered its emphasis on the development of the human factor in curriculum development.

Rogers' Interpersonal Model

Rogers' model was predicated on the need of the society to meet the challenges of an ever-changing, contemporary world; and, in order to achieve that goal, the society should develop individuals who are open to change, who are flexible and adaptive and who have learned how to learn.

To educate people in this manner, there is a need for curriculum developed by professionals who have themselves become open, flexible, and process oriented; and to produce these professionals, the educational system should be characterized by "a climate conducive to personal growth" where innovation is not frightening and where the creative capacities of administrators, teachers, and students are nourished and expressed rather than stifled" (in Razik 1974, p. 27).

The method developed by Rogers to promote personal growth was sensitivity training, or the T-group. Sensitivity training began with groups of peers; for instance, administrators, then teachers, then parents, and then students. Each peer group consisted of from ten to fifteen people who were willing to undergo this training. It was necessary for each group to have a trained facilitator to assist them in free expression in an unstructured environment to develop their interpersonal communication abilities and explore their feelings freely.

According to Rogers (1967), this experience produced significant interpersonal and intrapersonal benefits:

> Individuals come to know themselves and each other more fully than is possible in the usual social or working relationships, the climate of openness, risk taking and honesty guarantees trust, which enables the person to recognize and change self defeating attitudes, test out and adopt more innovative and constructive behaviors, and subsequently to relate more adequately and effectively to others in his every day life situations. (in Razik 1974, p. 28)

After the T-group technique had been applied to all the peer groups, or vertical groups, Rogers moved to what he designated as the "horizontal group" to effectively accomplish successfuul curriculum change. A horizontal group, according to his definition, consisted of two board members, two administrative officers, two teachers, two excellent students, and two failing students, or "dropouts." These members were chosen from those who had been exposed to the sensitivity training in peer groups. The horizontal group through free expression without the existence of the status-role barrier "cannot only change the curriculum but the whole educational climate" (in Razik 1974, p. 32).

Although Rogers' curriculum development model lacked most of the technical components that curriculum specialists usually addressed (e.g., specifics of content, learning objectives, and implementation), "it represents an intriguing contribution to the literature of curriculum development" (Razik, 1974, p. 34).

Systematic Action Research Model

This model, developed in 1957 by Smith, Stanley, and Shores, was based on the assumption that "curriculum change is a social change", i.e., a "process that involves the personality of students, teachers, parents the structure of the school system, and the patterns of personal and group relations among members of the school community" (p. 39).

Human relations, school and community organizations, and the authority of professional knowledge were the crucial elements of curriculum development emphasized by this model. This emphasis was the reason that the systematic action research model was considered as superior to Rogers' model which emphasized only one element, human relations. The action research model was also considered to be superior to those models that either emphasized organizational management only or those that emphasized professional knowledge only.

With regard to the human relations element, Smith et al. noted that curriculum existed in a context of an "extensive web of expectations" (Razik, 1974, p. 35). The community members all had an idea of what the school should do and what role the curriculum should play in it. Thus, an effective curriculum engineering process should include some mechanism for ensuring that the highly influential variables of individual and group perceptions were not omitted from consideration. This could be achieved, without overemphasis, through action-research.

The action-research procedure should be applied in solving problematic situations where a multitude of factors are involved. The first step would be a careful examination of the problem through (1) wide-ranging fact-finding activities to clarify the problem and (2) broad inquiry to identify the factors, forces, and conditions that bear on the solution. This step helped not only to understand the nature and scope of the problem but also to collect the data gathered to help in reassessing and modifying the entire plan.

Secondly, the action-research procedure facilitated the decision of what action to take in light of data gathered. From the brief description of the systematic action-research procedure, it may be identified as a scientific, unbiased inquiry that employed canons of logic with the chief aim of affecting immediate modification of the social practice under investigation. It differs from other types of scientific research in the fact that "it willingly sacrifices experimental control and precision in the interest of affecting immediate social change" (Razik, 1974, p. 39).

Smith, Stanley, and Shores (1957) explained how this procedure fits into curriculum development by proposing a four-phase model:

> 1. A diagnostic study of the school-community situation to ascertain the constellation of forces that maintains the present curriculum.
> 2. The induction of change in the existing curriculum so as to loosen up the established constellation of forces.
> 3. The control of various forces in order to move the level of curriculum practice in the desired direction and to the desired amount, and
> 4. The establishment of the new constellation of forces to sustain the new curriculum.

However, the authors cautioned against the over-simplicity of these phases as they appear to the reader and stated that they may not be linear or sequential and that many intermediate steps may be involved in each of them. They also noted that in scientific research there is a tendency to simplify the problem in order to develop some perspective of meaning; otherwise, the problem would be overwhelmingly complicated to solve.

Razik (1974) in his analysis of this model stated that

> it leans heavily on trust in the capability of professionals and laymen to build and implement quality curricula through the process of action-research, and that from this respect it is a highly democratic approach, yet it is a far cry from the laissez-faire looseness of the grass-roots model. (p. 40)

Curriculum Development Model in Oman

From the description given in Chapter 1 of how curriculum development in Oman was conducted, it becomes quite evident that, although the curriculum designers did not propose a model, an analysis of the sequence of processes and decision making facilitates the identification of curriculum models. From a decision-making point, the Omani's have relied completely on the administrative model.

The top level educational authority made the decision that a curriculum development project was needed and appointed a high consultation committee to do the job. Next, the high consultation committee appointed sub-committees for the subject matter area to design the individual curricula and prepare the educational materials under the coordination and supervision of the high consultation committee. After these processes were completed, the curriculum was introduced to implementors to give direction on the methods of implementation.

The participation of teachers, supervisors, and school administrators in decision making was non-existent during the planning phase and the material production phase. From a human-factors point of view, those personnel most directly affected by curriculum change, namely teachers, students, parents, supervisors, and school administrators, were included only in a minor way in designing the changes and in deciding the strategies and techniques of implementing the Omani curriculum. This may have generated resistance to the change process by those most affected by it, at least in the form of passiveness and lack of enthusiasm. Moreover, the implementors would lack the real understanding of the actual dimensions of change and what would be expected from it. This may lead to less than maximum implementation and accomplishment of the goals of the change process.

From the point of view of the nature and sequence of processes in the curriculum development project in Oman, it was clear that many essential components, especially the evaluation process, were omitted. Neither formative evaluation of the various phases of the planning process nor summative evaluation of the entire project and its products was completed, or even included, by the designers. No evaluation of the goals and objectives for each level of schooling and each subject matter area was established. No pilot of the proposed materials had been undertaken. This meant that the quality control component was completely missing in all phases of designing the Omani curriculum.

CURRICULUM EVALUATION

The term evaluation has been traditionally associated with tests, marks, grades, and teacher ratings. This limited approach to evaluation highlights only the products or the outputs of the educational process. Goodlad (1978) indicates that evaluation concentrates on the outputs of the educational process rather than the variables of the process. Inevitably, evaluation became synonymous with assessment. However, evaluation should be perceived as an integral part of any curriculum development and distinct from the assessment of individual learners. Curriculum evaluation demands that curriculum developers and other educationalists account for their decisions concerning the theory, content, and methods of their practices. The salient feature in curriculum evaluation is that the data are gathered as a basis for decision-making about the curriculum and/or resultant and concommitant administrative changes. Curriculum evaluation provides evidence of effectiveness.

An underlying principle of curriculum development is that often there exists a gap between the plans of the curriculum developers and the practices of those educationalists, i.e., teachers, supervisors, and school administrators, who are supposedly implementing the curriculum project. Curriculum development is a highly complex entity with intricate intermeshing of theoretical and practical elements. If curriculum is a dynamic and continuously evolving entity, it requires evaulation formulated as continuous action-research and feedback. Therefore, curriculum evaluation promotes continuous adaption to methodological, social, economic, and technological changes.

There is a new approach to evaluation, in an era characterized by important changes of the nature, scope, and purpose of evaluation. The innovations evolved from the refinement of educational theory as a result of systems evaluation and a better understanding of the teaching-learning process. Some aspects of this new perspective require further delineation.

The holistic concept is gradually, although slowly, permeating the educational system, including the field of curriculum development. To judge the effectiveness of a curriculum development project, it is necessary to examine the entire structure and interactions of the educational system, or a level of education, both vertically and horizontally.

No longer is it considered meaningful to evaluate one subject matter in one grade level. Subject matter areas should be evaluated across all levels plus the human and material resources designated for their implementation.

Evaluation is more inclusive than measurement which is one basic element of evaluation. Measurement provides the data with which to make decisions. The vital concerns of evaluation are the adequacy, reliability, validity, and efficiency of the objectives, procedures, or results of the educational process.

The process of evaulation should be purposeful. It focuses attention on making decisions of meaningful change in learners. Consequently, evaluation must be designed in terms of goals and objectives to accomplish its designated function. Burr et al (1964) recommended five elements to improve evaluation programs.
The initial step is an assessment of the present program of evaluation utilized by the school system or development project committee. Then, the staff and administration of a curriculum development project should formulate a philosophy of evaluation. The purpose of evaluation should be formulated, agreed upon, and documented. From the documentation of the purpose of evaluation, a series of generalizations about evaluation should be generated and put into writing. Finally, the evaulation program should be continuously implemented and revised.

The concept of continuity imbedded within the evaulation process emphasizes the on-going nature of evaluation. Historically, evaluation of the curriculum centered on reaching conclusions about learners' performance. The conclusions focused on whether a student passed a course or failed it, met graduation requirements or not, had gained the minimum knowledge in an area of knowledge or not. In the new approach, the evaluation is concerned with not only the outcomes but also the diverse variables invovled in the learners' achievements and progress.

To assess the influence of these diverse variables, the following questions assist in addressing the evaulation of learners' achievements and progress:

1. How clearly are the philosophy and goals of the curriculum defined? Do all teachers know, understand, and accept them?
2. Have teacher-made and standardized tests been carefully selected? When was the testing program last revised?
3. In terms of their abilities, socioeconomic, and cultural backgounds and other limiting factors, how are the learners achieving? Do the teachers and administrators recognize each learner and his profile, not merely the median test scores of a group?
4. Are the limitations of all tests recognized by the school staff?
5. Are the national medians considered in their proper perspective in interpreting the performance of learners in various localities?
6. Do teachers, supervisors, and administrators have many opportunities to discuss a learner's progress from one group to another and from one grade level to the next?
7. Is the teacher's professional judgment given adequate weight in the mearsurement of a learner's progress?

Similarly, evaluation of a curriculum development project should not be limited to judgment of only the products or outputs of the educational process. The investigation must interface various components of the process of curriculum development. These components may be grouped in the following categories: (1) goals, objectives, and purposes; (2) organization and personnel;

(3) instructional strategies and practices; (4) resource agents, persons, and materials; and (5) evaluation strategies and practices.

Formative and Summative Evaluation

Another manner in which to view curriculum evaluation is in the context of the purpose and use of the information. With the introduction of the concept of formative versus summative evaluation by Scriven (1967, pp. 30-40), there was a shift from the end products to an integral part of the complex process of curriculum development. Bloom et al. (1971) recognized this distinction and used it extensively. Formative evaluation provides empirical data to assist in rational decision making to absorb corrective action during the planning and designing phases of curriculum development; whereas, summative evaluation provides empirical data of the overall curriculum development project after it is in operation.

According to Morocco (1979), formative evaluation should be utilized during the process of curriculum development at three stages: (a) the planning and designing, (b) implementation of the curriculum in limited schools, and (c) dissemination of it to all other users in the educational system. At the planning and designing stage, formative evaluation assists the developers in "gathering information about alternative approaches and choices to achieve their goals" (1979, p. 137-8). It can provide information derived from a trial use of new plans, "including views and attitudes of those trying out the plan" (Morocco, 1979, p. 140). At the implementation stage, formative evaluation can "identify and conceptualize curriculum factors or processes that are influencing the ultimate success of the program" (p. 142). At the dissemination stage, it can provide data regarding the actual use of the curriculum for new populations which in turn provide a basis for previous modifications of such curriculum. Thus, the most characteristic value of formative evaluation lies in the fact that it emphasizes the utilization of the evaluative process and quality control measures as interactive processes in curriculum development.

Summative evaluation, in contrast, concerns itself not with the step-by-step process, but with the final outcome and the formal model of the curriculum development project. In a way, summative evluation is assessment of the merit of a curriculum. The value of summative evaluation cannot be denied in contributing significant data for decisison making with respect to revising curriculum plans, formulating new ones, adding or dropping courses of instruction, selecting new content, revising goals and objectives, and the like. In summary, the difference between formative and summative evaluation lies in the purpose for which the evaluation will be used and the timing of the evaluation rather than in the methodology or analytical techniques used in the evaluation.

The emergence of the concepts of quality control in the development process and accountability of the costly investment of human and economic resources in educating learners fostered the expansion of the role of formative evaluation. Models were developed to chart the various processes involved in evaluation.

MODELS OF CURRICULUM EVALUATION

Although many evaluation models evolved, the most applicable to formative evaluation of curriculum development are the behavioral objective, decision-making, Provus discrepancy evaluation, accreditation, and responsive models.

Behavioral Objective Model

The work of Tyler in the 1930's, in conjunction with his evaluation of the Progressive Education Association's Eight-Year Study Program in the USA, represented the first shift in the process of educational evaluation. Because Tyler defined education as a behavioral change in learners, his evaluation consisted of measuring the extent to which such change had taken place. Tyler's model (1949, p. 305) is probably the best known and most extensively used model of educational evaluation.

He distinguished three foci of educational evaluation: objectives, learning experiences, and examination of achievements. Not only did Tyler place greater emphasis on the importance of evaluating the accomplishment of the objectives but he also stressed the merit of evaluating the two other components.

The behavioral objective evaluation model was predicated on the scientific management movement of the work of Bobbitt and Charters. This model has been championed by advocates of teacher accountability because of its emphasis on the evaluation of learners' outcomes. Moreover, the interest in this model intensified as a result of the campaign headed by Mager (1962) and Popham (1969) for the use of behavioral objectives. The model retains its dominance because educational authorities, especially in the United States, require requests for federal funding to include a statement of objectives to be achieved along with procedures and instruments to measure their achievement as a method of evaluating the effectiveness of a project. Because of its objective measurement of prespecified goals that fit neatly into the dominant traditional bureaucratic management style, the behavioral objective model has received widespread use in schools. It is especially suited to summative evaluation or product evaluation. According to Tyler (1950) "evaluation is the process for determining the degree to which changes in behavior of students are actually taking place" (p. 69).

Decision-Making Model

One disadvantage of Tyler's behavioral objective model is the lack of a component for formative evaluation which is essential in the process of curriculum development. To remedy this deficiency, a USA national Phi Delta Committee chaired by Stufflebeam developed a novel approach that incorporated formative evaluation. Stufflebeam (1971) defined evaluation as "the process of delineating, obtaining and providing useful information for judging decision alternatives" (p. 43). This definition is in harmony with Cronbach (1963) who indicated that "Evaluation is the collection and use of information to make decisions about an educational program" (p. 672). According to Saylor and Alexander (1981), the decision-making model provides data regarding four stages of the development process.

> a. Context evaluation which contributes to the definition of the objectives;
>
> b. Input evaluation which is necessary for decision making on matters of design;
>
> c. Process evaluation which guides decision making on operations; and
>
> d. Product evaluation which provides data for judging attainments, and hence for revision, termination or continuation. (p. 302)

The gathering of evaluation regarding these four steps, context, input, process, and product, led to the acronym CIPP for this model. For each of the above four stages the following steps were taken in the process of evaluation: (1) determining what is to be evaluated and for what decision-making purposes, (2) the data needed, (3) collecting the data, (4) defining the criteria to determine the quality standards, (5) analyzing the data in terms of the specified criteria, and (6) formatting the information for decision making. It is important to note that the CIPP model does not include the decision-making stage. The model provides only for collection and presentation of the data and a variety of alternatives available to the decision makers. This point was emphasized by Stufflebeam (1971)

> The entire purpose of evaluation is to service the decision-making act - to identify the decision question that calls for an answer, to identify alternative answers (decision alternatives) that might be given in response, to identify and refine the criteria (values) to be used in choosing among available decision alternatives; to identify, collect, and report information, differentiating the decision alternatives and finally, to determine whether the chosen alternative did meet expectations for it. (p. 43)

The decision-making evaluation model assumes that a consensus could be reached on the general goals for each stage of the curriculum development and on the criteria to be applied in assessing the achievement of the goals. The difference between the agreed-upon goals and the reality serves as a basis for program objectives.

Provus Discrepancy Evaluation Model

The Provus model developed for the Pittsburgh Public School System in the U.S. is a version of Stufflebeam's decision-making model. Provus (1971) defined program evaluation as

> the process of defining program standards, determining whether a discrepancy exists between some aspect of program performance and the standard governing that aspect of the program, and using discrepancy information either to change performance or to change program standards. (p. 183)

In his model, Provus identified four basic developmental stages associated with four steps in each of the three content categories that are essential components for the evaluation of an on-going program. In addition, he

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identified an optional fifth stage entitled the program comparison and cost-benefit analysis.

Figure 5 shows the five stages and the associated five steps in the three content areas; while, Figure 6 depicts the flow chart of the Provus model.

The Provus model necessitates the evaluation of the goals and objectives, a feature that is lacking in other versions of the decision-making model. This necessity arises as a result of the presence of discrepancy, a case in which the planner should either revise the program standards and modify the program or terminate it. The evaluation moves from one stage to the next in an effort to identify discrepancy until the whole program is modified to fit better or completely discarded. In the situation where the four essential steps lead to the validation of the program as a result of modification or best fit, the fifth step may be executed to judge the cost benefit of the program in order to install it or economize the cost.

Both Stufflebeam's and Provus's versions of the decision-making model have been applied in practical situations and proved to be valuable in curriculum evaluation.

Accreditation Model

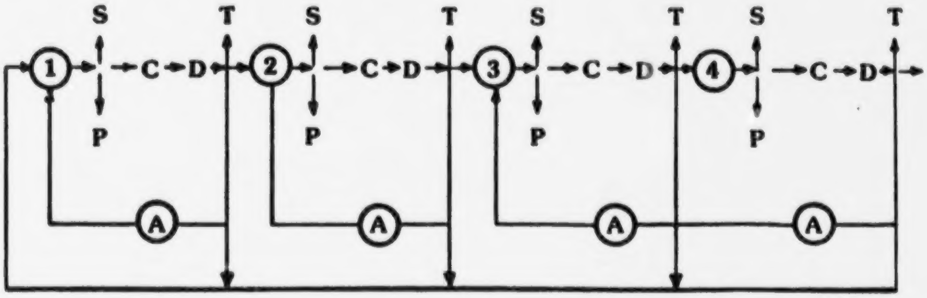
This model's inception may be traced to 1871 when the University of Michigan invited high schools to seek university approval of their academic programs to permit exemption of their students from the university's entrance

FIGURE 5 The five stages of the provus model and the steps of evaluation associated with them

Stage	Content		
	Input	Process	Output
Design	Design adequacy		
Installation	Installation fidelity		
Process	Process adjustment		
Product	Product assessment		
Program comparision	Cost-benefit analysis		

Source: Alexander & Saylor, 1981.

FIGURE 6 Flow chart for provus discrepancy model



Key to symbols:

S - Standard

P - Program performance

C - Comparision

D - Discrepancy information

A - To change program performance or standards

T - To terminate program

Source: Alexander & Saylor, 1981.

examination. Voluntary regional accrediting associations for high schools were organized in the latter part of the 19th century. This power was given solely to the education departments of the various states. In this model, standards were set on the basis of membership, a practice that represented an appraisal system. Under the aegis of the education departments in the states, the schools were legally bound to meet set standards or suffer penalties, such as loss of state financial support or at the worst face de-establishment.

The same system is now applied to universities and other institutions of higher education. Accreditation of professional schools, according to Saylor and Alexander (1981), "has been a particularly powerful influence on excellency in higher education" (p. 327). The basic idea of accreditation is the utilization of professional experience in monitoring and improving educational programs on all levels. However, House (1973, p.10) viewed accreditation in its beginning as a voluntary system to prevent government influence; a fact that does not apply now under the state accreditation systems.

The accreditation model applies a discrepancy evaluation model; and, in a way, is a version of the decision-making model. The standards prepared by any accreditation association generally cover Stufflebeam's four areas: context, input, process, and product. However, the terminology used is different. Saylor and Alexander (1981) stated that

> standards typically include items associated with context to such as statements of philosophy and goals, assessment of community needs, and descriptions of students to be served and standards regarding inputs include qualification of staff, physical facilities, library resources, instructional resource and curriculum plan. (p. 328)

Two approaches are used in determining discrepancies between the prespecified standards and the reality. Self-evaluation is performed by a committee of staff members, community members, parents, and students who prepare a report showing to what extent the real situation in the institution meets the standards of the accrediting association. The report also includes remedial recommendations. In addition, a report of the situation is prepared by a visiting committee of professionals assigned by the accreditation association. A variety of data is made available to them to compare with the prespecified standards. Institutions are given a period of time for remediation of any severe discrepancies and improvement of practices to meet the prespecified standards.

A major criticism of the accreditation model is that it reflects the best of the past and present while restricting future development by its prespecified standards. This practice may contribute to making institutions obsolete in a rapidly changing world. On the other hand, there is the danger of adopting new standards without sufficient evidence of their appropriateness. Glass (1969) criticized the accreditation model in his arguement that

> Evaluation will not enhance the value of an educational program if it demands conformity to standards which themselves cannot be demonstrated to lead to valued goals. The genetic flaw in the accreditation model will probably never be corrected, thus it will not grow into the fully useful methodology of evaluation that is needed. (p. 27)

Responsive Model

In Hamilton et al. (1977) Stakes, the originator of the responsive evaluation model, defined evaluation to be responsive

> if it orients more directly to program activities than to program intents, if it responds to audience requirements for information, and if the different value-perspectives present are referred to in reporting the success and failure of the program. (p. 163)

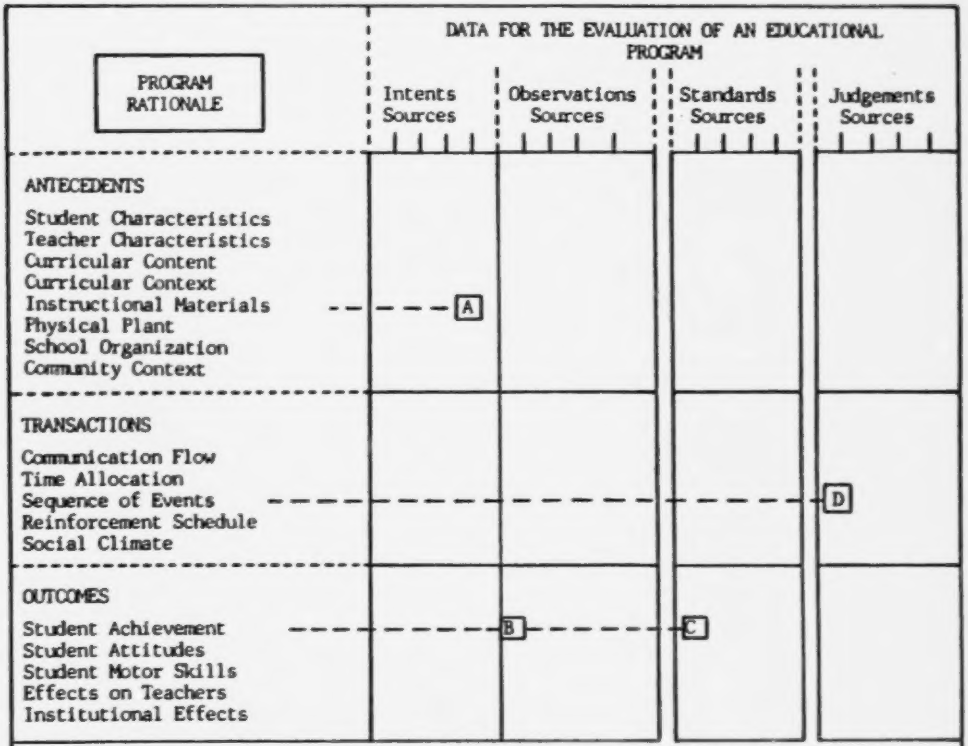
To facilitate communication with the audience, an evaluator using the responsive model, raises issues with students, parents, teachers, and administrators, rather than generating objectives or hypotheses. These issues are identified by the evaluator during free interactions with these concerned groups.

A responsive evaluator assigns a group of observers to monitor the program in question and write brief narratives to display the information. He presents the collected information in display form to determine what is of value to his audience. The function of the responsive evaluator is not to offer criticism or endorsement, but to process judgments rather than to render them. According to Stake, "He (the evaluator) gets program personnel to react to the accuracy of his portrayls. He gets authority figures to react to the importance of various findings" (p. 143). Hamilton et al. (1977) explains that Stake's view negates the evaluator as uniquely qualified to render judgments, criticism, or endorsement.

Figure 7 depicts the specific model proposed by Stake to be used for information collection. The rows in the first column list categories of information or other data that the evaluator must collect. These are antecedents, "any conditions existing prior to instruction and learning"; transactions, "the countless encounters of students with teachers, student with student, i.e., the succession of encounters that comprise the process of education"; and outcomes, "abilities, achievements, attitudes and aspirations of students resulting from an educational experience" (Stake 1969, p. 20).

Data are entered in each of the twelve cells for whatever items may be appropriate to consider in the three categories: antecedents, transactions, and outcomes of Figure 7. Stake distinguishes between "intents" which are the intended student outcomes and goals and objectives versus "observations" which are the descriptive data of the real situation, direct observations, test results, biographical data sheets, interviews, check lists, opinionnaires, follow-up reports, and charts. Standards are the stated achievement criteria that should happen in the

FIGURE 7 Elements of congruence-contingency model for educational evaluation


PROGRAM RATIONALE
DATA FOR THE EVALUATION OF AN EDUCATIONAL PROGRAM
Intents Sources
Observations Sources
Standards Sources
Judgements Sources
ANTECEDENTS
Student Characteristics
Teacher Characteristics
Curricular Content
Curricular Context
Instructional Materials
Physical Plant
School Organization
Community Context
TRANSACTIONS
Communication Flow
Time Allocation
Sequence of Events
Reinforcement Schedule
Social Climate
OUTCOMES
Student Achievement
Student Attitudes
Student Motor Skills
Effects on Teachers
Institutional Effects
A
B
C
D

Example A: Manufacturer Specification of an Instructional Materials Kit

Example B: Teacher Description of Student Understanding

Example C: Expert Opinion of Cognitive Skill Needed for a Class of Problems

Example D: Administrator Judgement of Feasibility of a Field Trip Arrangement

Source: R. E. Stake, in W. H. Beatty (ed.), 1969.

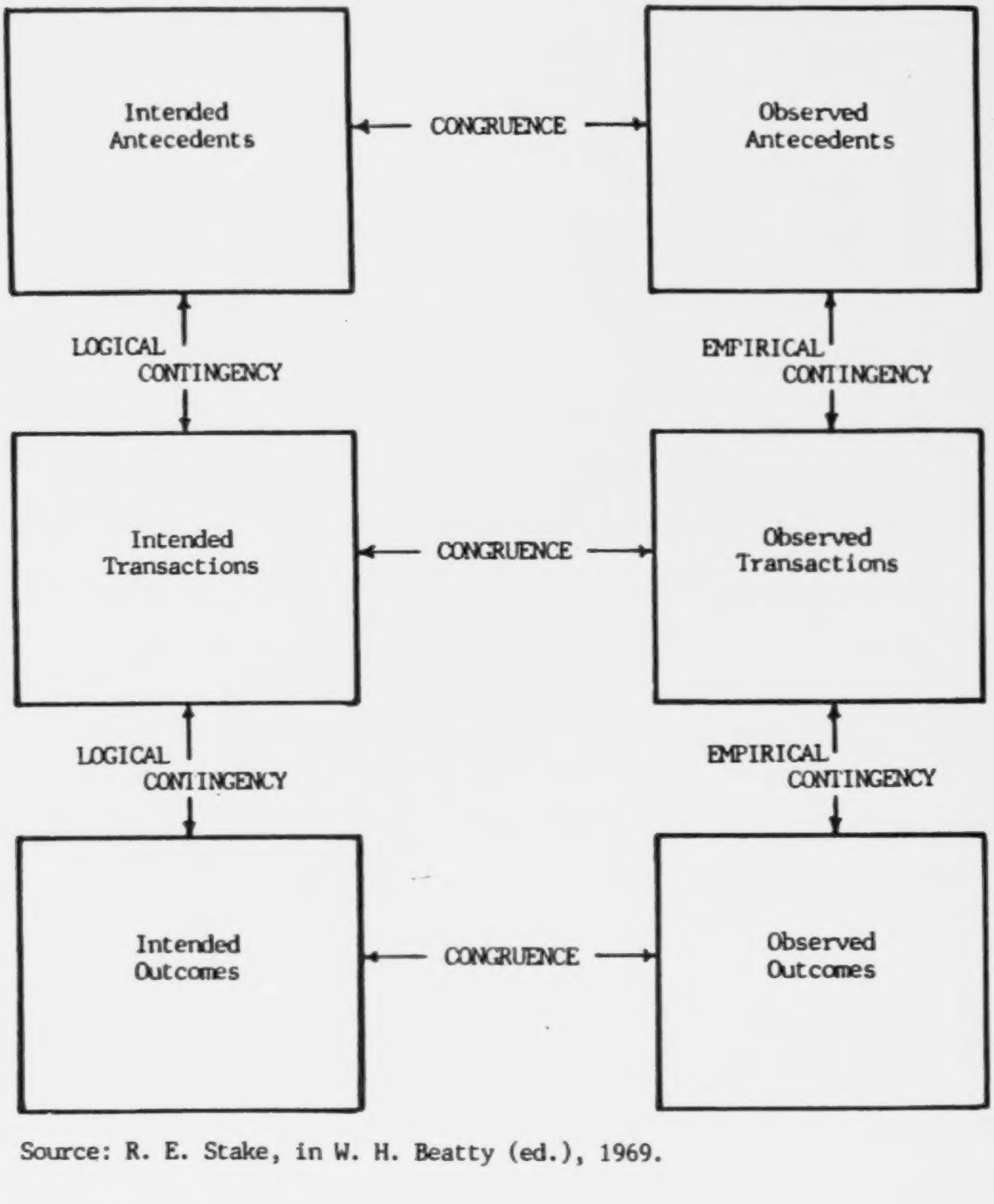
educational situation as set by the audience. Therefore, standards should vary from school to school, instructor to instructor, and student to student. The crucial element of the evaluation process is the specification of these standards and the identification of the ownership of these standards.

Figure 8 depicts Stake's congruence-contingency model which contrasts the descriptive data with the intentions. Congruence would be an identical match between the intended and the observed. Stake also insists that evaluation should not stop at examining congruence but that the curriculum plan should be judged by examination of the antecedents and the transactions. According to Sayler and Alexander (1981), in Stake's model "congruence indicates only the degree of match, not the validity or value of the outcomes" (p. 332).

While congruency analysis assisted in identifying the areas of weakness in a program, contingency analysis represents an effort to determine the why's of the outcomes, the particular set of antecedents, conditions, and transactions that produce particular outcomes. It is this type of data that is needed to arrive at curriculum and instruction decisions.

Stake's model promotes a variety of data and results. Those results related to evaluation of objectives or decision making are forwarded to the management, or educational authorites; whereas, those results related to responsive evaluation are forwarded to concerned community

FIGURE 8 Analysis framework for congruence-contingency model for educational evaluation


Intended Antecedents
CONGRUENCE
Observed Antecedents
LOGICAL CONTINGENCY
EMPIRICAL CONTINGENCY
Intended Transactions
CONGRUENCE
Observed Transactions
LOGICAL CONTINGENCY
EMPIRICAL CONTINGENCY
Intended Outcomes
CONGRUENCE
Observed Outcomes

Source: R. E. Stake, in W. H. Beatty (ed.), 1969.

groups. As cited in Saylor and Alexander (1981, p. 332), House viewed Stake's model as a "democratic pluralism model" This presumes a free market of ideas from which consumers will most likely select the best; a feature that makes Stake's responsive model a useful tool in educational reform.

From the variety of curriculum evaluation models presented above, it is obvious that the determinant selection factor is the purpose of the evaluation. Tyler's model most efficiently measures the achievement of curriclum objectives. The accreditation model best serves those institutions whose purpose is to qualify for accreditation. Stufflebeam's decision-making model generates formative evaluation data.

In the case of comprehensive curriculum evaluation, it is best to develop a coherent multifaceted plan. Saylor, Alexander and Lewis (1981) propose a plan that includes both formative and summative types of evaluation and Stake's concepts of "preordinate" and "responsive" evaluation. Each aspect of evaluation is interrelated with the other aspects in the sense that the data and information drawn from a particular segment can contribute to the evaluation of the other segments and consequently to the overall evaluation of the program.

Curriculum Evaluation in Oman

None of the models presented above were used to evaluate the curriculum of the Omani educational system.

Only informal evaluation was operational, and it occurred after the implementation of the new materials, more specifically the textbook follow up by the Curriculum Department of the Ministry of Education and Youth. Each year the Curriculum Department collected the teachers' and supervisors' opinions relating to the presence of errors, difficult topics, inaccurate figures, and other problematic items so that revisions and corrections could be made prior to the printing of textbooks for the new school year. This is by no means as inclusive an evaluation of the curriculum as had been referred to by the designers of the curriculum evaluation models.

Chapter 4

METHODOLOGY AND RESEARCH DESIGN

This chapter presents a description of the methodology including the population and sample selection, development of the instruments, the pilot study, procedures for administering the questionnaire, and statistical procedures. The intent of this project was to evaluate the Omani curriculum at the three educational levels: primary, preparatory, and secondary. This volume will concentrate on the Omani Preparatory School Curriculum.

The basic design of this project used the standard technique of survey research, i.e., administration of a structured research questionnaire to a sample of teachers, supervisors, and administrators of the Omani Preparatory Schools. In addition, a questionnaire was administered to a sample of parents of students enrolled in the preparatory schools.

POPULATION AND SAMPLE SELECTION

Nine administrative school districts make up the Omani educational system. These are Capital, Batinah, Roustaq, Dakhilyah, Sharqiyah, Wousta, Dhahirah, Janoubiyah, and Musandam. A proportional sample was selected from each district so that they would be equally representative of their total population. The sample was further stratified on the basis of gender (male - female), nationality (Omani - Non-Omani), and subject content area.

During the 1986-87 academic year, the number of teachers in the Omani educational system at the preparatory level was 2,682. This total included 47 male and 55 female Omani teachers and 1,736 male and 844 female Non-Omani teachers. From this total, those newly appointed, (i.e., those with less than one year's teaching service in the Omani educational system) were eliminated. The reason for this was that the newly appointed teachers were not familiar with the Omani curriculum. The criterion for inclusion was at least one year's experience of implementing the Omani curriculum. This removed 1,073 teachers from the 2,682 total figure. In addition, 294 teachers of art, music, physical education, home economics, and vocational education were eliminated because the curriculum for these special subject areas had not evolved under the auspices of the High Committee of Omani Curriculum Development. Also excluded were the 233 teachers who had participated in the pilot study. Thus, 1,600 teachers were not included in this study, and the total population to be sampled was 1,082 teachers.

Table 1 shows the total population of preparatory school teachers as Omani and Non-Omani, male and female teachers, new teachers, and special subject matter teachers for all school districts. A sample of 940 preparatory school teachers was selected, or approximately 86.8 percent of the population of preparatory teachers who had implemented the new Omani curriclum for at least one year.

Table 1: Population of preparatory teachers in Oman by district, nationality, and gender

	Nationality				
	Omani		Non-Omani		
District	Male	Female	Male	Female	Total
Capital	11	38	315	179	543
Batinah	2	--	312	178	492
Roustaq	3	7	175	65	250
Dakhilyah	9	--	207	91	307
Sharqiyah	8	1	153	93	255
Wousta	1	1	158	58	218
Dhahirah	5	6	195	77	283
Janoubiyah	7	2	174	79	262
Musandam	1	--	47	24	72
Total	47	55	1736	844	2682

Table 2 indicates the population of preparatory teachers in Oman categorized according to school district, subject matter areas, and gender.

Table 2: Population of preparatory teachers by school district, subject matter, and gender

District	IslaE		ArabL		Math		Scie		SocS		EnglL		OthS		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Capital	44	29	63	44	50	28	42	27	42	28	46	30	39	31	326	217
Batinah	46	32	62	31	47	27	41	27	43	25	48	23	27	13	314	178
Roustaq	28	7	35	12	25	10	25	9	23	8	23	10	19	16	178	72
Dakhilyah	31	10	39	20	31	14	30	10	29	8	33	15	23	14	216	91
Sharqiyah	21	13	32	17	25	17	22	12	23	11	22	11	16	13	161	94
Wousta	24	7	28	13	26	9	22	6	22	8	22	9	15	7	159	59
Dhahirah	32	15	43	15	37	13	31	13	32	15	17	5	8	7	200	83
Janoubiyah	21	6	38	17	26	11	27	12	27	12	27	10	15	13	181	81
Musandam	5	3	6	4	6	3	6	4	6	3	5	3	14	4	48	24
Total	252	122	346	173	273	132	246	120	247	118	243	116	176	118	1783	899

Table 3 presents the population and sample of preparatory teachers categorized by subject matter areas. It should be noted that the figures in this table do not include new teachers and teachers of other subject matters: art, music, physical education, home economics, and vocational education.

Table 3: Sample of preparatory teachers included in the study by subject matter areas
(n = 940)

Subject Matters	P	S	%
Islamic Education	374	141	38
Arabic Language	519	189	36
Mathematics	405	164	40
Science	366	138	38
Social Studies	365	145	40
English Language	359	163	45
Total	2388*	940	

*This figure does not include new teachers and teachers of other subject matters: art, home economics, and physical education.

Table 4 presents the sample of 940 preparatory teachers categorized by gender and nationality (Omani - Non-Omani).

Table 4: Sample of preparatory teachers categorized by gender and nationality
(n = 940)

Subject Matters	Gender					Nationality			
	Male n	%	Female n	%	Total	Omani n	%	Non-Omani n	%
Islamic Education	97	69	44	31	141	23	16	118	84
Arabic Language	132	70	57	30	189	11	6	178	94
Mathematics	113	69	51	31	164	7	4	157	96
Science	99	72	39	28	138	4	3	134	97
Social Studies	102	70	43	30	145	20	14	125	86
English Language	109	67	54	33	163	15	9	148	91

Note: New teachers are not included in the sample.

There were 93 supervisors in the Omani educational system at the preparatory level. All 93 were provided with the questionnaire. Table 5 shows the population and sample of preparatory supervisors categorized by gender (male - female) and nationality (Omani - Non-Omani) for each subject matter area.

Table 5: Sample of preparatory supervisors categorized by gender and nationality
(n = 93)

Subject Matters	Gender					Nationality			
	Male n	%	Female n	%	Total	Omani n	%	Non-Omani n	%
Islamic Education	21	100	--	--	21	9	43	12	57
Arabic Language	13	87	2	13	15	2	13	13	87
Mathematics	12	92	1	8	13	--	--	13	100
Science	13	100	--	--	13	1	8	12	92
Social Studies	13	93	1	7	14	1	7	13	93
English Language	14	82	3	18	17	4	24	13	76

The number of administrators in the Omani educational system at the preparatory level is 409. Table 6 presents this total subcategorized into 278 male and 131 female administrators and 169 Omanis and 240 Non-Omanis.

Table 6: Population of administrators at the preparatory level categorized by gender and nationality

Gender					Nationality			
Male n	%	Female n	%	Total	Omani n	%	Non-Omani n	%
278	68	131	32	409	169	41	240	59

Of the 409 administrators at the preparatory level, a random stratified sample of 162 administrators, or approximately 40 percent of the administrators were selected, with the inclusion of 10 administrators from the Ministry of Education and Youth. These 10 administrators were responsible for preparatory school education in the Directorate of General Education. Therefore, 162 of the 409 administrators at the preparatory level, along with 10 Ministry personnel responsible in the Directorate, were included in this sample, as indicated in Table 7.

Table 7: Sample of administrators at the preparatory level categorized by gender and nationality

Gender					Nationality			
Male n	%	Female n	%	Total	Omani n	%	Non-Omani n	%
126	78	36	22	162	69	43	93	57

A proportional sample of parents was selected from the nine school districts. Criteria for selection were the ability to read and write plus some participation in school district activities. Therefore, 168 parents were provided with the questionnaire.

DESIGN OF THE INSTRUMENT

The instrument used in this research was a questionnaire. The purpose of the questionnaire was to measure the degree of accordance between the intentions of the curriculum designers and the perceptions of these intentions by the implementors: the teachers, supervisors, and administrators. The intentions of the designers were formally recorded in the form of general aims of the curriculum for the preparatory schools, specific objectives for the various subject matter areas, and recommendations for implementation that included most of the aspects of implementation, such as methods of instruction, educational materials, and evaluation techniques. Therefore, it was necessary to base the items of the questionnaire on these intentions.

The statements of philosophy, objectives, and recommendations were analyzed to identify the major ideas and concepts expressed in them. Then, items were designed based on these ideas and concepts. The pool of items designed in this manner was then categorized under several parts and sections each of which concentrates on one aspect of the theory or the implementation process.

As an example, the General Goal II (Farhan et al. 1985) is "To help the learner develop his mental abilities and skills through learning by action." The major idea of this goal is learning by action. This idea should be present in both the curriculum design and the method of instruction, especially in subject areas where learning by action is easy to accomplish, such as in science. The same idea also appeared in the recommendations in relation to procuring the facilities and resources needed to facilitate learning by action. Recommendation 7 (Farhan et al 1985) stated that "All the classes in the schools of Oman should be provided with the teaching aids, materials, and laboratory equipment needed for the science curriculum." The items constructed to measure the extent to which this idea was exhibited in the curriculum are

1. To what degree are practical and field activities included as a part of the Omani curriculum?

2. To what degree are practical and field activities included as a part of the method of teaching?

3. Rate the rooms where you teach your courses relative to the following characteristics:
    a. proper ventilation
    b. electrical outlets where needed
    c. room darkening capability
    d. adequate facilities for large and small group instruction and independent study
    e. adequate space for storing equipment and materials
    f. adequate space for student project work

4. To what degree are suitable types of basic audio-visual equipment and instructional aids provided and readily available to
    a. teachers for instructional purposes
    b. students for project work
    c. students for team work
    d. students for individual work, both during and outside of classroom time?

5. To what extent are the materials, equipment, and services in the classroom kept in good working order?

6. To what degree are the activities suggested in the textbook practicable?

Although these items are related to one idea, they were placed in the sections of the questionnaire where each item would be most relevant. For example, Item 2 was placed in the section "Methods of Instruction." Items 3, 4, and 5 were placed in the section "Facilities, Materials, and Resources." Item 6 was placed in the section "Textbooks."

Each major idea, or concept, that was included in the designers' intentions was treated in the same manner. This resulted in a pool of items which was then revised in order to make the items as clear, precise, concise, and understandable as possible. Similar questionnaires published in the U.S.A. were studied, and some items of relevance were adapted for use in the present questionnaire (Herman et al 1969; Kerlinger & Pedhagur, 1967; Steele 1969; Breiter 1976 & 1977). The questionnaire in its final form was divided into two parts comprised of various sections. It should be noted that the questionnaire was designed to be the same for teachers, supervisors, and administrators with only title changes for each group (Part I, Section B: Educational Theory, Section C: Omani Educational Objectives).

Part I of the questionnaire consisted of three sections. Section A: General and Demographic Information consisted of items of the demographics of implementers, i.e., teachers, supervisors, and administrators. The two other sections were grouped under the category THEORY which included Section B: Educational Theory and Section C: Omani Educational Objectives.

Part II of the questionnaire consisted of seven sections which related to the various aspects of implementation. These six sections were grouped under three categories. The first category was CURRICULUM which included Section A1: Process of Curriculum Development and Section A2: Curriculum Content for each specialized subject matter (Islamic Education, Arabic Language, Mathematics, Science, Social Studies, and English Language) studied in this research project. The second category was PROCESS AND PRACTICE which included one section, Section B: Classroom Activities: Method of Instruction and Student Assessment. The third category was RESOURCES which included three sections. Section C: Human and Physical Resources: Staff, Equipment, Facilities, and Materials; Section D: Textbooks; and Section E: Teacher's Manuals.

Each of these sections will be discussed below to explicate the major ideas and concepts that the questionnaire had been designed to assess. For a complete version of the questionnaire see Appendix A.

Part I Section A: General and Demographic Information

The items in this section were designed to provide the researcher with information about the implementers' gender, nationality (Omani or Non-Omani), teaching, supervisory, or administrative qualifications (both preservice and inservice), years of exposure to the Omani curriculum, and years of teaching experience in Oman as well as in countries other than Oman. This section contained 15 items, most of which could be weighed on a five-point scale. Some of the items, because of their nature, were assessed on a two-point scale, such as the item about gender.

Part I Section B: Educational Theory
(Teacher, Supervisor, Administrator)

This section consisted of 19 items which were bi-polar in nature. These items were designed to locate the teachers on either pole with regard to their attitudes toward a variety of educational issues, such as authoritative versus democratic management in the class, innovative versus traditional, pro-student centered instruction versus pro-teacher centered instruction, and subject matter education versus holistic development of learners' personality. The 19 items were grouped under five trends associated with the curriculum designer and implementer.

1. The role of curriculum content and practice in developing the various components of the student's personality (holistic versus single component):
   Items 1, 2, 3, 4, and 7.
2. The type of management policy in the classroom (democratic versus authoritarian); the degree of freedom for the teacher in choosing his/her own approaches:
   Items 5, 10, and 16.
3. The emphasis of the curriculum centered on the student:
   Items 6, 8, 9, 12, and 13.
4. Relating the curriculum to everyday life and the students' social and cultural heritage:
   Items 11, 14, 15, and 17.

5. Development of thinking abilities:
   Items 18 and 19.

Part I Section C: Omani Educational Objectives

This section was designed to obtain the implementers' judgment on the degree to which the philosophical goals and learning objectives of the Omani curriculum were accomplished. This section was constructed with 31 items that could be categorized under eight categories:

1. Development of learning outcomes:
   Items 20, 26, 27, 29, 30, 31, and 32.
2. Application of acquired knowledge:
   Items 23, 24, and 25.
3. Development of awareness and positive attitudes toward scientific inquiry and process:
   Items 17, 19, 21, and 22.
4. Development of thinking skills:
   Items 10, 11, 12, and 13.
5. Development of social awareness and views:
   Items 4, 7, and 9.
6. Continuing, or life-long, education:
   Items 5 and 8.
7. Appreciation of heritage and culture:
   Items 1, 6, 14, and 15.
8. Developing civic responsibilities:
   Items 2, 3, 16, and 18.

Part II Section A1: Process of Curriculum Development

The section of the questionnaire concerning the process of curriculum development was designed to reflect the major ideas of the designer's intentions and recommendations in regards to the process of curriculum development. It also addressed the degree of participation of the teachers, supervisors, and administrators as implementers in the decisionmaking about the content and issues of implementing it. The following examples demonstrate this purpose:

Item 1: In successful curriculum development, one of the basic ingredients is the full participation - of all those who are affected by the change - in the process of development from the beginning to the end. To what extent do you feel that each of the following groups should participate in such development?
a. Teachers
b. Supervisors
c. Education Administrators
d. Students
e. Parents
f. Concerned groups like industry, commerce, etc.

Item 3: To what extent do you feel that your feedback to the designers was taken seriously and adopted in accomplishing each step:
a. during the curriculum development process?
b. during the curriculum implementation and yearly follow up?

Part II Section A2: Curriculum Content

The section of the questionnaire concerning the curriculum content was designed to reflect the major ideas in the designers' intentions and recommendations in regards to the choice and sequencing of topics, the degree of both horizontal and vertical integration among the various subject matter areas and within the same subject for the different grade levels. It also addressed the time allocation for each subject matter, and the degree of participation of the implementers in the decisionmaking about the content and the issues of implementing it.

The curriculum content was designed to assist in accomplishing the goals and objectives of the curriculum according to the designers' intention as expressed by Farhan et al. 1985:

> The Omani curriculum is based on a well specified educational philosophy and objectives for each level of schooling. Also, the curriculum for each subject matter is designed on the basis of special objectives related to the domain of knowledge in this area and the objectives are designed in a behavioral fashion that facilitates its accomplishment and assessment. Thus, the curriculum content was designed to accommodate the knowledge as facts, concepts, skills, attitudes, and values organized in the form of learning experiences that led the learner to achieve the objectives of each subject matter in the curriculum. The curriculum content was designed in the fashion described above and was distributed on the various grades. Integration between the topics of each curriculum and among various curricula was taken into consideration so that repetition was avoided and emphasis was placed upon the common areas of integration between the curriculum of the various subject matter areas. Content was designed to reflect both the logical sequence of the subject and the needs and interests of the learners on the other hand. (pp. 162-163)

The items in the section on curriculum content were designed to assess the degree to which these intentions were translated into actual features in the curriculum content. A part of this section consisted of items that assess the general intentions, such as the accordance between the content and the objectives, the degree and scope of integration, and the appropriateness of the time allocated for each subject based upon its proportional importance as a part of the whole curriculum. The following examples demonstrate this trend:

Item 1: To what extent have long range goals taken into consideration when setting the criteria for selecting and organizing the contents of the Arabic Language curriculum?

Item 2: To what extent are the number of weekly hours allocated for teaching the curriculum sufficient for realizing the desired goals of the Arabic Language curriculum in each grade listed below:
a. Grade 1
b. Grade 2
c. Grade 3

Item 5: To what extent is there integration in the Preparatory School Arabic Language curriculum in Grades 1 through 3?

Item 6: To what extent is there integration of the Arabic Language Curriculum and the other subjects' curricula:

a. Arabic Language and Islamic Education?
b. Arabic Language and Social Studies?
c. Arabic Language and Science?
d. Arabic Language and Mathematics?
e. Arabic Language and English Language?

In addition, this section related to the details of the content and the suitability of the concepts to the level of maturity of the learners. Consideration was given to the grade level each concept was designated for and the validity of the sequencing of these concepts in each subject matter. Specifically, the general syllabus and the syllabi for each grade in particular were evaluated on the point of subject matter logic and the psychology of the learners.

Part II Section B: Classroom Activities: Method of Instruction and Student Assessment

Twenty-eight items were placed in this section. These items were categorized under eight categories:

1. Criteria for teaching assignments:
   Item 1.

2. Teacher's schedule based upon providing time for designing activities:
   Items 10 and 25.

3. The role of instruction in the development of learning processes and behaviors:
   Items 4, 7, and 18.

4. Accommodation of both course objectives and individual differences in the method of instruction:
   Items 5, 11, 13 and 24.

5. Availability of references to assist the teachers to develop their knowledge in the subject matter that they teach:
   Item 15.

6. Formative evaluation of students:
   Items: 3, 8, 12, and 26.

7. Summative evaluation of students:
   Items: 23 and 27.

8. Test construction:
   Items: 2, 9, 14, 16, 17, 20, 21, 22, and 28.

Part II Section C: Human and Physical Resources: Staff, Equipment, Facilities, and Materials

This section contained eighteen items that were divided into seven categories.

1. Adequacy of preservice preparation in both education and subject matter:
   Items 17 and 18.

2. Importance of inservice education for staff development:
   Items 6, 7, 13, and 14.

3. Adequacy of teacher's assignments based upon his or her qualifications:
   Items 3 and 12.

4. Continuity of staff development in the work place:
   Items 9 and 10.

5. Availability of qualified supervisory personnel:
   Item 9.

6. Adequacy and availability of equipment, materials, and resources:
   Items 2, 8, 10, 11, 15, and 16.

7. Adequacy of physical facilities:
   Items 1 and 5.

Part II Section D: Textbooks

This section consisted of four questions each with multiple items. The items were categorized under three categories.

1. The appropriateness in presenting knowledge to the cognitive levels of the learners:.
   Items 1 and 2.

2. Suitability of the exercises and activities presented in the textbook:
   Item 3.

3. The physical appearance of the textbook:
   Item 4.

Part II Section E: Teacher's Manual

This section consisted of eleven questions most of which contained multiple items. The items were categorized under five categories.

1. The manual's emphasis on course objectives and subject matter:
   Items 4, and 10.
2. The role of the manual in facilitating the instructional activities:
   Items 1, 7, 8, and 11.
3. Relevancy and suitability of the teachers' manual to the subject matter activities and the level of the learners:.
   Item 3.
4. Relevancy of the method of material presented:
   Items 2, and 9.
5. Shortcomings of the teachers' manual:
   Item 5 and 6.

In order to ascertain the reliability of the instrument designed for this research project, it was deemed necessary to conduct a pilot study to determine the inter-item reliabilities for the various sections of the questionnaire.

RELIABILITY OF THE INSTRUMENT USED IN THE PILOT

A pilot study was conducted to determine the inter-item reliabilities of each of the sets of questions (excluding the demographical set) involved in this present study. Given that all these scales appeared to have high inter-item reliability (see Tables 7, 8, 9, 10, and 11), lending credibility to the accuracy of the measurement, it is possible to conclude that the degree of measurement error for this instrument is minor. What follows in this subsection is presented, therefore, only for reasons of comprehensiveness.

By definition, when the reliability of a set of items is high, the individual items tap into the same trait, hopefully the variable of interest. That is, when a scale has a high inter-item reliability, the items of that scale appear internally consistent. Therefore, it can be concluded that the measurement instrument is a precise tool for representing a single theoretical construct. In methodological terms, reliability refers to the extent of random measurement error in a scale relative to the main variable. Such error influences (weakens or attenuates) all correlates between the measured variable of interest and all others.

Inter-item reliabilities are typically expressed in the form of "Cronbach's alpha," i.e., a universally accepted coefficient for evaluating a scales' reliability or internal consistency. Error-free measurement would result in an alpha of 1. The closer the alpha is to 1 (range is between 1 and 0) the less measurement error a scale contains which, in turn, indicates a precise representation of a construct in the given set of items.

The main purpose of this pilot study was to assess the adequacy of the instrument developed for the present study. As indicated above, the items of the pilot questionnaire were developed by a team of subject matter experts, as well as a curriculum development expert and measurement and evaluation experts. Upon completion of several revisions, the instrument used in the pilot was translated into Arabic. It should be noted that the instrument being evaluated does relate to the various aspects of teaching in the new Omani curriculum that are common to all teachers in the sample as well as to all particular subject matter areas addressed by the new Omani curriculum, i.e., Islamic Education, Arabic Language, Mathematics, Science, Social Studies, and English Language.

INTER-ITEM RELIABILITIES ESTABLISHED THROUGH THE PILOT STUDY

In March of 1987 a nonrandom sample of Omani teachers working in the largest Omani school districts (the Capital district and the nonurban area of Al Batinah) was drawn to evaluate the instrument developed for the evaluation of the Omani preparatory school curriculum. The total number of participating teachers in this pilot sample was 233. Tables 8, 9, 10, and 11 present Cronbach's alpha's for this pilot study answered by teachers.

Presented in Table 8 are the two subdivisions of the theory of the Omani curriculum: educational theory, and Omani educational objectives. The reliability co-efficient is between .955 and .913.

Table 8: Inter-item reliabilities of the pilot study: Theory
Teachers (n= 233)

	Subsample Size	Reliability Coefficient
Educational Theory	233	.913
Omani Educational Objectives	233	.955

Table 9 focuses on process and practice. Therefore, it includes the method of delivery of instruction, class activities and methods of assessment of students. The reliability coefficient of these variables is .956.

Table 9: Inter-item reliabilities of the pilot study: Process and Practice
Teachers (n = 233)

	Subsample Size	Reliability Coefficient
Classroom Activities: Method of Instruction and Student Assessment	233	.956

Table 10 focuses on resources. Therefore, it includes human and physical resources, i.e., staff, equipment, facilities, and materials; textbooks; and teacher's manual.

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The reliability coefficients of these variables are between .981 and .938.

Table 10: Inter-item reliabilities of the pilot study:
Resources
Teachers (n = 233)

	Subsample Size	Reliability Coefficient
Human and Physical Resources: Staff Equipment, Facilities, and Materials	233	.938
Textbooks	233	.953
Teacher's Manual	233	.981

Presented in Table 11 are the two subdivisions of the curriculum content: process of curriculum development, and curriculum content of the six subject matters. The reliability co-efficients for process of curriculum are between .930 and .821. The reliability co-efficeints for the curriculum content of the six subject matters are between .961 and .910.

Table 11: Inter-item reliabilities of the pilot study:
Curriculum
Teachers (n = 233)

	Subsample Size	Reliability Coefficient
PROCESS OF CURRICULUM DEVELOPMENT		
Islamic Education	38	.840
Arabic Langauge	42	.821
Mathematics	40	.930
Science	42	.821
Social Studies	42	.821
English	42	.821
CURRICULUM CONTENT		
Islamic Education	38	.910
Arabic Language	42	.961
Mathematics	40	.922
Science	42	.961
Social Studies	42	.961
English	42	.960

Tables 8, 9, 10, and 11 reveal high inter-item reliabilities for all scales utilized in this pilot study. Therefore, 197 items pertaining to the theory and process and practice were included in the actual study. The process of curriculum development included 33 items. Curriculum content for the six subject matter areas contained the following items: Islamic Education 44 items, Arabic Language 83 items, Mathematics 32 items, Science 164 items, Social Studies 101 items, and English Language 81 items. The items of the instrument were found to be reliable; therefore, the instrument was used for gathering the data for the curriculum evaluation of the Prepartory Schools in Oman.

GENERAL RESEARCH QUESTIONS

Evaluation is measured as the accordance between the designers' intentions and the implementers' perception of these intentions as reflected in the objectives, recommendations for implementation, and the curriculum content in the subject matters. In order to investigate this concept, the following general research questions were formulated:

1. Are there any significant differences among the intragroup implementers, i.e., teachers, supervisors, and administrators, in their responses given to the various items of the questionnaire which reflects the intentions of the designers of the new Omani curriculum with regard to:

- a. the role of curriculum content and practice in developing the various components of the students' personalities
- b. the type of management policy in the classroom and the degree of freedom that the teacher had in choosing his or her own approaches
- c. the emphasis of the curriculum centered on the student versus on the subject matter
- d. the relationship of the curriculum content and every-day activities and the students' social and cultural heritage
- e. the development of the critical thinking skills of the students

2. Will the following demographic variables reflect differences that influence the responses of the teachers, supervisors, and administrators to the various items of the questionnaire?
   - a. gender
   - b. nationality
   - c. subject matter taught
   - d. school district
   - e. years of experience as a teacher
   - f. years of experience in present position as a teacher, supervisor, or administrator
   - g. years of experience in present position in Oman
   - h. educational preparation
   - i. length of in-service training in education

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    j. location of in-service training in education
    k. number of workshops attended on implementation of the new Omani curriculum

3. Will there be agreement, or disagreement, on the following five major factors between the intentions of the designers and the opinions of the implementers (teachers, supervisors, and administrators) of the new Omani curriculum?
    a. the role of curriculum content and practice in developing the various components of the students' personalities
    b. the type of management policy in the classroom and the degree of freedom that the teacher had in choosing his or her own approaches
    c. the emphasis of the curriculum centered on the student versus on the subject matter
    d. the relationship of the curriculum content and every-day activities and the students' social and cultural heritage
    e. the development of the critical thinking skills of the students

4. If the responses of the implementers (teachers, supervisors, administrators) are used as an independent variable, will it be possible to compare the differences in their responses

according to their position in the educational system?

5. What knowledge and opinions do the parents of the students enrolled in the preparatory schools have of the new Omani curriculum?

Chapter 5

DATA ANALYSIS AND RESULTS

DATA COLLECTION

A letter from the Office of H.E. the Minister of Education was sent to the directors of all school districts. It informed them of the project's objectives and requested that a random selection of the required number of individuals (teachers, supervisors, and administrators) be made. They were also asked to assemble these respondents at given locations and times. The administration of the questionnaire was performed under the direction of the curriculum supervisors who had previously completed a half-day workshop concerning the administration of the questionnaire.

The questionnaire was essentially a self-report by the respondent using a five-point scale where 5 represents strongly agree. Such Likert scales are helpful as Babbi (1979) pointed out "the Likert is associated with questions for math that is used in contemporary questionnaires. . . the respondent is presented with a statement in the questionnaire and is asked to indicate whether he 'strongly agrees,' 'agrees,' 'disagrees,' 'strongly disagrees,' or is 'uncertain'."

The completed questionnaires were returned to a central location and transcribed onto coded "mark-sense" ETS (Educational Testing Service) sheets. Information bits from these scoring sheets were entered onto the IBM 3081 located at the State University of New York at Buffalo. The precoded information bits were verified to insure that each variable's value was entered within the limits set.

RELIABILITY OF THE INSTRUMENT OF THE ENTIRE SAMPLE

In order to confirm the reliability of the instrument obtained from the pilot, a second inter-item reliability test for the entire sample was conducted. As indicated in Chapter 4 the sample consisted of 940 teachers, 93 supervisors, and 162 administrators. Table 12 presents Cronbach's alpha's for teachers categorized by the subject matter, i.e., Islamic Education, Arabic Language, Mathematics, Science, Social Studies, and English Language.

Presented in Table 12 are the inter-item reliabilities for the four major divisions of the theoretical components of the Omani curriculum: theory, process and practice, human and physical facilities, and curriculum content with the reliability coefficients for the teachers. For the first major division, theory, the reliability coefficient is between .723 and .966. For the second major division, process and practice, the reliability coefficient is between .875 and .965. For the third major division, resources, the reliability coefficient is between .900 and .989. For the fourth major division, curriculum content, the reliability coefficient is betwen .856 and .984.

Table 12: Inter-item reliabilities of the total sample included in the study: Teachers
(n = 940)

	Subsample Size	Reliability Coefficient
THEORY		
Educational Theory		
Islamic Education	141	.814
Arabic Language	189	.847
Mathematics	164	.861
Science	138	.877
Social Studies	145	.723
English Language	163	.801
Omani Educational Objectives		
Islamic Education	141	.963
Arabic Language	189	.966
Mathematics	164	.936
Science	138	.940
Social Studies	145	.945
English Language	163	.951
PROCESS AND PRACTICE		
Classroom Activities: Method of Instruction and Student Assessment		
Islamic Education	141	.923
Arabic Language	189	.938
Mathematics	164	.903
Science	138	.875
Social Studies	145	.876
English Language	163	.965
RESOURCES		
Human and Physical Resources: Staff Equipment, Facilities, and Materials		
Islamic Education	141	.979
Arabic Language	189	.947
Mathematics	164	.952
Science	138	.917
Social Studies	145	.900
English Language	163	.953
Textbooks		
Islamic Education	141	.984
Arabic Language	189	.975
Mathematics	164	.973
Science	138	.907
Social Studies	145	.948
English Language	163	.980
Teacher's Manual		
Islamic Education	141	.988
Arabic Language	189	.985
Mathematics	164	.979
Science	138	.963
Social Studies	145	.954
English Language	163	.989
CURRICULUM		
Process of Curriculum Development		
Islamic Education	141	.934
Arabic Language	189	.917
Mathematics	164	.903
Science	138	.917
Social Studies	145	.894
English Language	163	.926
Curriculum Content		
Islamic Education	141	.952
Arabic Language	189	.966
Mathematics	164	.856
Science	138	.984
Social Studies	145	.954
English Language	163	.956

Presented in Table 13 are the inter-item reliabilities for the four major divisions of the theoretical components of the Omani curriculum: theory, process and practice, human and physical resources, and curriculum content with the reliability coefficients for the supervisors. For the first major division, theory, the reliability coefficient is between .222 and .993. For the second major division, process and practice, the reliability coefficient is between .850 and .991. For the third major division, resources, the reliability coefficient is between .819 and .993. For the fourth major division, curriculum content, the reliability coefficient is betwen .819 and .994.

Table 13: Inter-item reliabilities of the total sample included in the study: Supervisors (n = 93)

	Subsample Size	Reliability Coefficient
THEORY		
Educational Theory		
Islamic Education	21	.465
Arabic Language	15	.533
Mathematics	13	.837
Science	13	.222
Social Studies	14	.489
English Language	17	.897
Omani Educational Objectives		
Islamic Education	21	.918
Arabic Language	15	.910
Mathematics	13	.946
Science	13	.967
Social Studies	14	.907
English Language	17	.993
PROCESS AND PRACTICE		
Classroom Activities: Method of Instruction and Student Assessment		
Islamic Education	21	.937
Arabic Language	15	.886
Mathematics	13	.888
Science	13	.850
Social Studies	14	.991
English Language	17	.985

RESOURCES		
Human and Physical Resources: Staff Equipment, Facilities, and Materials		
Islamic Education	21	.981
Arabic Language	15	.485
Mathematics	13	.880
Science	13	.901
Social Studies	14	.985
English Language	17	.980
Textbooks		
Islamic Education	21	.987
Arabic Language	15	.802
Mathematics	13	.914
Science	13	.930
Social Studies	14	.950
English Language	17	.993
Teacher's Manual		
Islamic Education	21	.987
Arabic Language	15	.891
Mathematics	13	.922
Science	13	.968
Social Studies	14	.956
English Language	17	.983
CURRICULUM		
Process of Curriculum Development		
Islamic Education	21	.948
Arabic Language	15	.824
Mathematics	13	.896
Science	13	.819
Social Studies	14	.838
English Language	17	.973
Curriculum Content		
Islamic Education	21	.915
Arabic Language	15	.939
Mathematics	13	.886
Science	13	.978
Social Studies	14	.981
English Language	17	.994

Methods of Data Analysis

The present study is considered as essentially expositional and descriptive in nature. Since the items were drawn from recognized bodies of literature, that in the main represent the existing body of knowledge concerning curriculum development, theory, and evaluation, their validity is assumed as acceptable.

I. INTRODUCTION

The questionnaire is separated into four theoretical categories (described below) that differentiate the questionnaire into the different aspects of education. An emphasis is given to the similarities and differences among the three different academic positions held by subjects: teachers, supervisors, and administrators.

Four categories were developed to describe the general information to be assessed by each section of the questionnaire. The first category, THEORY, includes the items in Part I Section B ("Educational Theory") and Part I Section C (Omani Educational Objectives), which assess the educational theories held by the subjects, as well as their view on the objectives put forth by the Omani curriculum. The second category, PROCESS AND PRACTICE, includes items from Part II Section B (Classroom Activities: Method of Instruction and Student Assessment) which assess the implementation, to date, of the Omani curriculum. The third category, RESOURCES, includes items from Part II Section C

("Human and Physical Resources: Staff, Equipment, Facilities, and Materials"), Part II Section D ("Textbooks"), and Part II Section E ("Teacher's Manual") which assess the quantity and quality of resources available to the educational personnel and students. Finally, category four, CURRICULUM CONTENT, includes items from Part II Section A1 ("Process of Curriculum Development") which assess the extent to which the teachers, supervisors, and administrators participated in the development of the new Omani Curriculum and whether it has been successfully implemented, as well as the teachers', supervisors' and administrators' satisfaction with this curriculum. Part II Section A2 (Curriculum Content) section has six subdivisions imposed by the different subject matters presentated in the preparatory school. The subject matter is presented to students by teachers of Islamic Education, Arabic Language, Mathematics, Science, Social Studies, and English Language.

All of the statistical analyses were performed using the Statistical Package for the Social Sciences (SPSS), (Nie et al., 1984) computer programs.

The sources of the independent and dependent variables were derived as follows. The questionnaire items found in Part I Section A: Demographic Information Sheet and Part I Section B: Opinion Survey were used to identify differences between subjects within each academic category of teacher supervisor, and administrator. The items in Part I Section A differentiated subjects on three general topics: general demographic variables; occupational status or variables distinguishing the subjects by job description; and academic preparation. Only those items that were given to all three academic personnel groups were used as independent variables. These assess the item's influence on each response to the dependent variables described below. The items are listed below, with each item followed immediately by the categories into which it was differentiated.

Gender
male　female

Nationality
Omani　Non-Omani

School District
Capital　Roustaq　Sharqiyah　Dhahirah
Musandam　Batinah　Dakhiliyah　Wosta
Janoubiyah

Subject Matter Taught (Teachers and Supervisors only)
Islamic Education　Science
Arabic Language　Social Studies
Mathematics　English Language

Number of Years as a Teacher
1 to 3 years　4 to 6 years
7 to 10 years　10+ years

Number of Years at Your Present Position (Supervisors and Administrators only)
1 to 3 years　4 to 6 years
7 to 10 years　10+ years

Number of Years at Your Present Position in Oman
1 to 3 years　4 to 6 years
7 to 10 years　10+ years

Academic Preparation
College or University degree in Education
College or University degree other than in Education
Teacher Training Institute (2 years after Secondary School)
Teacher Training Institute (1 year after Secondary School)
Teacher Training Institute (5 years after Preparatory School)
Teacher Training Institute (3 years after Preparatory School)
Secondary School
Preparatory School
Elementary School
Without completing elementary school

Length of In-Service Training in the Practice of Education
None
1 month
1 to 3 months
4 to 12 months
1 to 2 years

Location of In-Service Training in the Practice of Education
Oman
Outside Oman

Number of Workshops Attended on the Implementation of the Omani Curriculum
None
One
Two
Three
Four+

Five theoretical factors were identified from items assessed in Part I Section B: Opinion Survey. As discussed in detail in Chapter 4, the mean response given by subjects to the items that defined each factor was calculated and classified as being either low (mean between 1 and 2); medium (mean between 2 and 4, exclusive); or high (mean between 4 and 5). These classifications correspond roughly to subject disagreement (low), strong agreement (high), or a neutral response (medium) to the concept or factor being defined. The relationship between the subject's response to each of the five factors and the subject's subsequent response to the dependent variables was assessed using each factor as an independent variable. The content of each factor is described below (see Chapter 4 for more detail):

I. The role of curriculum content and practice in developing the various components of the student's personality: Items 1, 2, 3, 4, and 7.

II. The type of management policy in the classroom and the degree of freedom for the teacher in choosing his/her own approaches: Items 5, 10, and 16.

III. The emphasis of the curriculum centered on the student versus on the subject matter: Items 6, 8, 9, 12, and 13.

IV. The relationship of the curriculum content to every-day activities and the student's social and cultural heritage: Items 11, 14, 15, and 17.

V. The development of critical thinking skills of the student: Items 18 and 19.

Finally, the subject type as a teacher, supervisor, or administrator was used as an independent variable to compare differences in subject response according to position in the educational system. The dependent variables in all analyses were the mean response given by teachers, supervisors, and administrators to items of the following sections or subdivisions:

Part I Section C: Omani Educational Objectives

Part II Section A: Curriculum Content

Part II Section B: Classroom Activities: Method of
Instruction and Student
Assessment
Part II Section C: Human and Physical Resources: Staff,
Facilities, Equipment, and Materials
Part II Section D: Textbooks
Part II Section E: Teacher's Manuals

A mean response score was calculated for each section or subdivision yielding one dependent measure for items under the THEORY category ("Omani Educational Objectives"); two dependent measures for items under the PROCESS category ("Classroom Activities: Method of Instruction," and "Student Assessment"); and three dependent measures for items under the RESOURCES category ("Human and Physical Resources, Equipment, Facilities, and Materials," "Textbooks" and "Teacher's Manuals"). (The reader will note that during the statistical analyses the THEORY category includes only Part I Section C because Part I Section B was used as an independent variable.) The six subdivisions of the fourth category, CURRICULUM CONTENT, were, in some cases, further subdivided as delineated below. The curriculum content items on the subject matter taught in grades 1 through 3 of the preparatory school included the specific content areas of Islamic Education, Arabic Language, Mathematics, Science, Social Studies, and English Language. In addition, items on general issues in teaching the curriculum content were present. As a result, dependent measures were identified from those questionniare items addressing the subject matter. Listed below are the six dependent measures along with a general title indicating the subject matter addressed by each.

Items on Islamic Education
    (no subdivisions)

Items on Arabic Language
- General Items
- Reading Book Grade 1
- My Language Grade 1
- Reading Book Grade 2
- My Language Grade 2
- Reading Book Grade 3
- My Language Grade 3

Items on Mathematics
    (no subdivisions)

Items on Science
- General Items
- Units and Concepts Grade 1
- Units and Concepts Grade 2
- Units and Concepts Grade 3
- Suitability of Concepts Grade 1
- Suitability of Concepts Grade 2
- Suitability of Concepts Grade 3

Items on Social Studies

- General Items
- Geography General
- History
- Civic Education
- Geography Grade 1
- Geography Grade 2
- Geography Grade 3

Items on English Language

(no subdivisions)

Teachers, supervisors, and administrators responded to all items within the THEORY, PRACTICE and PROCESS, and RESOURCE categories. In Part II Sections A1 and A2, however, teachers and supervisors were asked to respond only to those sections of Part II Curriculum Content which applied to their teaching experience.

Information was also gathered from the parents by using the Parent Information section of the questionaire as well as the Parent Opinion Survey. These items were used to assess the parents' view of the current Omani curriculum and how this view differs with respect to some key demographic and educational variables. The results of the parent information section are only descriptive.

Two statistical techniques were used to analyze the data gathered from this questionnaire.

a. Descriptive statistics such as frequency, percentage, mean, and the standard deviation, were used to summarize the item by subject type (teacher, supervisor, administrator, and parent) response to each Part and Section of the Questionnaire.

b. Analysis of Variance (one-way) with the Scheffe post hoc comparisons or t-tests were used to compare:

    i. the effect of the demographic variables identified in Part I Section A of the questionnaire on each subject type (teachers, supervisors, and administrators) response to each Part and Section IC and IIA through IIG.

    ii. the effect of the five Factors identified in Part I Section B of the questionnaire on each subject type response to each Part and Section IC and IIA through IIG.

    iii. the differences in response given by the three subject types to each Part and Section IC and IIA through IIG.

The results will be presented in the order given below.

First, a summary of the descriptive data reported in the tables in Appendix B is given. The purpose of the summary is to present a general overview of the qualitative and quantitative nature of the subjects' responses to each section of the questionnaire, by indicating to the reader the direction (towards either "mostly" or "rarely") and strength (accounting for 50, 60,... or 100 percent of all responses) of the mean response to questionnaire items. The material is presented within the theoretical framework described above, and, is discussed with emphasis on the similarities and differences among the teachers, supervisors, and administrators. From the descriptive statistics the degree of accordance between the intentions of the designers and the perceptions of the implementers is presented.

Second, parametric statistical analyses (as described in b.i. above) were performed in order to identify the extent to which the demographic variables identified from Part I Section A ("Information") influenced the response given by teachers, supervisors, and administrators to questionnaire items on the Theory, Practice and Process, Resources, and Curriculum Content of the Omani Educational System.

Third, parametric statistical analyses (as described in b.ii above) were performed in order to identify the extent to which the five factors identified from Part I Section B predicted each academic personnel groups' response to subsequent items on the THEORY, PRACTICE and PROCESS, RESOURCES, and CURRICULUM.

Finally, the academic position as teacher, supervisor, or administrator was used as an independent variable in order to compare statistically (as described in b.iii. above) the differences in response among these three personnel categories.

II. DESCRIPTIVE ANALYSIS

A. THEORY

1. Teacher's Opinion on the Educational Process

Part I Section B of the questionnaire focused on the issues of educational theory. Nineteen items were administrated to the teachers, supervisors, and administrators. Means, standard deviations, and percentages of the responses to each of the five choices are presented in Appendix IIB.

Based on the five-point scale, the ranges of the responses given by the teachers, supervisors, and administrators, the mean scores of the responses ranged from 3.59 to 4.63 for teachers, from 3.76 to 4.74 for supervisors, and from 3.84 to 4.76 for administrators.

Table 14 summarizes the response distribution and indicates that teachers and supervisors both rated fifteen items above 4.0 and administrators rated eighteen items with means above 4.0.

Table 14: Frequency of responses on Educational Theory: Teachers, Supervisors, Administrators

N = 19 Items			
Mean	Teachers	Supervisors	Administrators
< 4.0	15	15	18
> 4.0	4	4	1

From the teachers' responses, there were four items which had means lower than 4.0; however, three of them were very close to 4.0 (<3.80). As indicated in Table 15, among these four items, item 3, the learning of proper attitude is often more important than the learning of subject matter, was rated comparatively low by all three groups of respondents. The means were 3.59 for teachers, 3.76 for supervisors, and 3.84 for administrators. Although the three types of respondents shared a relatively negative attitude toward this item, there were still differences existing between teachers and supervisors of the different subjects. Among all teachers of different subjects, the mathematics teachers rated Item 3 the lowest (mean Mathematics = 3.34), English language teachers rated Item 3 the highest (mean English = 3.92). Obviously, this was not found in the responses of the supervisors.

The other three low rated items were Item 5, Item 10, and 17. Item 5 questioned whether learning which is organized around life experience is more desirable than learning organized around subject matter. There was not much difference among teachers, supervisors and administrators. For teachers, the mean ranges were 3.55 (Mathematics) to 4.01 (Social Studies) with an overall mean of 3.81. Within the same subject matter, English language, quite different means were indicated by teachers (4.01), supervisors (3.50).

Table 15: Means of items on Educational Theory: Teachers, Supervisors, Administrators

	Item	Teach n=940	Super n=93	Admin n=162
1	Importance of emotional and social development	4.23	4.23	4.38
2	Arrangement of learning to build learning	4.31	4.40	4.31
3	Importance of learning proper attitudes	3.59	3.76	3.84
4	Interaction among students	4.20	4.10	4.26
5	Learning organized as life experiences	3.81	3.84	4.01
6	Discipline derived from motivation and interest	4.15	4.27	4.45
7	Emphasis on mathematics and science	4.22	4.32	4.38
8	Learning is experimental	4.19	3.90	4.29
9	Achievement varied to student ability	4.51	4.47	4.62
10	Teaching to student ability level	3.81	3.92	4.15
11	Students must work	4.63	4.74	4.71
12	Problem solving versus recall	4.14	4.40	4.27
13	Activities for intellectual,social,etc. development	4.53	4.60	4.66
14	Critical and Objective analysis of problems	4.21	4.09	4.19
15	Curriculum emphasizes cultural heritage	4.31	4.45	4.58
16	Student-centered curriculum	4.44	4.45	4.54
17	Teachers adhere to curriculum design	3.92	4.29	4.18
18	Subject matter and skills acquisition	4.50	4.69	4.54
19	Emphasis students' interest and society's demands	4.61	4.72	4.76

(mean = 4.18) rated this item the highest. Even though both Islamic teachers and supervisors had the highest rating within their groups, supervisors tended to have .50 higher than teachers. The variations among Islamic teachers were twice as high as supervisors.

Items 11 and 19 were the two items which all groups of respondents rated high. First, teachers (mean = 4.63), supervisors (mean = 4.74), and administators (mean = 4.71) indicated that students must be made to work. The means were homogeneous; all standard deviations were below 1 except for the English language teachers (s.d. = 1.09) Teachers, supervisors, and administrators have high agreement with regard to item 19 which states that the goals of education should be defined in accordance with students' interests and needs, as well as by the demands of society. The opinions of Mathematics supervisors varied more (s.d.=1.12) than the other respondents (s.d.>1).

Table 16 provides information about the relationship of the different subjects and the high-low rating by teachers and supervisors. Islamic Education teachers had the highest rating on seven items (Item 1, 2, 9, 10, 14, 17, 19), and Social Studies teachers had six items (Item 4, 5, 6, 12, 13, 15) rated the highest. Arabic language teachers had the highest rating for three items (Item 11, 13, 18d). Science and English language teachers had the highet ratings for two items (Item 7, and 8 for Science teachers and Item 3 and 5 for English language teachers rated highest. Mathematics teachers did not have any item rated the highest. For the lowest ratings English language teachers had twelve items (Item 1, 2, 7, 8, 9, 10, 11, 13, 14, 15, 16, 19) rated as the lowest. Mathematics teachers had five items (Item 3, 5, 6, 17, 18), Social studies teachers had two items (Item 2, and 17), and Islamic Education teachers had one item (Item 1) rated as the lowest. Arabic Language teachers and Science teachers did not have any item rated as the lowest.

Table 16: Comparison highest/lowest items on Educational Theory: Teachers and Supervisors

Subject Matter	Teachers		Supervisors	
	Highes/Lowest		Highest/Lowest	
Islamic Education	7	1	5	0
Arabic Language	3	0	5	2
Mathematics	0	5	1	3
Science	2	0	5	1
Social Studies	6	2	2	3
English Language	2	12	0	11

The supervisors of Islamic Education, Arabic Language and Science rated five items as the highest items. Islamic Education Supervisors rated item: 2, 5, 11, 16, and 17 as the highest. Item 1, 4, 13, 14, and 15 were rated highest by Arabic Language supervisors and Item 1, 8, 10, 12, and 18 were rated highest by the Science supervisors. Social Studies supervisors rated Items 6 and 19 as highest. Only one item, Item 9, was rated highest by the Mathematics supervisors. English Language supervisors did not rate any item as the highest; however, they rated eleven items, (Item 1, 5, 9, 11, 12, 13, 14, 15, 16, 18, and 19) as the lowest. Three items were rated as lowest by the Social studies and Mathematics supervisors. Item 2, 3,and 7 were rated lowest by Social Studies supervisors and items 4, 6, and 10 were rated by Mathematics supervisors. Arabic Language supervisors rated two items, (Item 3 and 8), as lowest and Science supervisors rated only one item (item 1) the lowest. None of the items were rated lowest by the Islamic Education supervisors.

In general, administrators had higher means than teachers and supervisors on most of the items. It was found that both English language teachers and supervisors rated over fifty percent of the items as lowest. All respondents agreed that students need to be pushed. Teachers of science and mathematics tended not to think that life experiences are more desirable than learning organized by subject matter.

2. Omani Educational Objectives

Part I Section C of the questionnaire focused on the issues of Omani educational philosophy and learning ofjectives. Thirty-six items were administered to teachers, supervisors, and administrators. Means, standard deviations and percentages of the responses to each of the five choices are presented in Appendix IIB.

Table 17 presents the distribution of responses. It indicates that administrators had nineteen items scored above 4.0, while teachers and supervisors had only ten and five items, respectively, recorded above 4.0. Teachers and supervisors rated two-thirds of the items between 3.55 to 3.99. Supervisors rated eight items below 3.5. Only one item was rated below 3.5 by teachers and administrators.

Table 17: Frequency of responses on Omani Educational Objectives: Teachers, Supervisors, Administrators

N = 36 Items

Mean	Teachers	Supervisors	Administrators
< 4.0	10	5	19
3.5 - 3.99	25	23	16
> 3.5	1	8	1

Based on the five point scale, the ranges of the responses given by the teachers, supervisors, and administrators are presented in Table 18. The means ranged from 3.37 to 4.44 for teachers, from 3.30 to 4.32 for supervisors and from 3.34 to 4.68 for administrators.

The highest average was reported on item 4 about whether general objectives of Omani educational curriculum develop a loyalty to the Omani society. There were almost no negative responses to this item, except for those from English language supervisors. The means were 4.44 for teachers, 4.32 for supervisors, and 4.68 for administrators.

Table 18 indicates all the teachers, supervisors, and administrators had positive attitudes especially with respect to Items 5, 14, 26, and 27.

Table 18: Means of items on Omani Educational Objectives: Teachers, Supervisors, Administrators

Item		Teach n=940	Super n=93	Admin n=162
1a	Development student's cognitive level: memory	3.83	3.96	3.97
1b	Development student's cognitive level: comprehend	3.37	3.38	3.34
1c	Development student's cognitive level: application	3.90	3.73	4.08
1d	Development student's cognitive level: analysis	3.86	3.56	4.08
1e	Development student's cognitive level: synthesis	3.94	3.51	4.19
1f	Development student's cognitive level: evaluation	3.87	3.56	4.02
2	Develop desirable societal behavior	4.06	3.89	4.31
3	Application of curriculum to one's life	4.04	3.67	4.13
4	Develop loyalty to Omani society	4.44	4.32	4.68
5	Cooperative group projects	4.25	4.02	4.27
6	Commitment to scientific issues	3.94	3.66	3.99
7	Develop: facts, concepts and generalizations	4.09	4.03	4.15
8	Develop attitude for scientific methods	4.04	3.93	4.23
9	Emphasis of affective values and attitudes	3.90	3.80	4.16
10	Positive attitude toward inquiry	3.69	3.57	3.84
11	Ministry's responsibility to provide facilities	3.96	4.03	3.96
12	Promote civic responsibilities	3.86	3.64	4.01
13	Develop scientific and social views	3.81	3.70	3.95
14	Correct language usage	4.22	3.79	4.15
15	Cultivate imagination	3.81	3.47	3.87
16	Encourage independent study	3.70	3.59	3.93
17	Understanding Omani cultural heritage	3.96	3.97	4.21
18	Awareness of scientific processes	3.82	3.68	4.04
19	Match student needs and curriculum content	3.72	3.46	3.87
20	Relating curriculum to everyday life	3.84	3.74	4.13
21	Mastery of subject matter concepts	3.90	3.72	3.94
22	Facilitate critical thinking	3.78	3.43	3.94
23	Recognition of Arabic and Islamic culture	3.74	3.63	3.99
24	Integration of various subject matters	3.62	3.35	3.84
25	Develop conclusion from data	3.67	3.30	3.85
26	Loyalty to family, country, religion	4.28	4.15	4.57
27	Learning as a life-long process	4.21	3.97	4.36
28	Positive attitude toward learning	4.01	3.73	4.07
29	Skills of analyzing issues and problems	3.81	3.64	3.83
30	Recognize and tolerate complexity and ambiguity	3.68	3.41	3.81
31	Appreciation of the diversity of human behavior	3.75	3.42	3.65

Item 5 focused on the success of the curriculum objectives to encourage the ability to work together cooperatively on group projects. The means were 4.25 for teachers, 4.02 for supervisors, and 4.37 for administrators.

For Item 14, curriculum objectives promotes an ability and desire to use language correctly in writing or talking. The means were 4.22 for teachers, 3.79 for supervisors, and 4.15 for administrators.

There were considerable, strong indications of agreement for Item 26, curriculum objectives facilitate the capacity to experience multiple loyalties and identities. The means were 4.28 for teachers, 4.15 for supervisors, and 4.57 for administrators.

Simlilar indications were evident for Item 27, curriculum objectives promote an awareness that learning is a life-long process and continues throughout an individual's life time. The means were 4.21 for teachers, 3.97 for supervisors, and 4.36 for administrators.

A closer examination of these four items revealed that administrators had the highest means and supervisors had the lowest means. The mean differences between teachers and administrators were negligible. The variation among different subjects of supervisors on the above four items were higher than the variations in teachers' groups, especially on item 27 (learning is a life-long process). The range of this item was between Arabic Language supervisors (mean = 4.47) and English Language supervisors (mean = 2.94) with a difference of 1.53.

Teachers, supervisors, and administrators tended to have the lowest rate on Item 1b, which stated that the Omani curriculum specifically aimed to develop the student's cognitive level with emphasis on comprehension with means of 3.37 for teachers, 3.30 for supervisors, and 3.34 for administrators. Both teachers and supervisors of English language tended to rate this item higher than teachers and supervisors of the other subject matters; Social Studies teachers and Mathematics supervisors rated Item 1b the lowest. On Items 15, 19, 22, 24, 25, 30, and 31, the supervisors had means lower than 3.5.

These items focused on various aspects of the objectives of the Omani curriculum. Among them were the cultivation of the students' imagination (Item 15), the determination of the adequacy of the sequencing and content of the curriculum by follow-up of student progress (Item 19), the facilitation of critical thinking skills (Item 22), the coordination and integration of the subject matter (Item 24), the development of the ability to judge the vallidity of evidence and draw conclusions (Item 25), the promotion of the capacity to tolerate complexity and ambiguity (Item 30), and the appreciation of the diversity in human behavior, beliefs and customs (Item 31).

From the items stated above, supervisors were inclined to have negative attitudes toward critical thinking, diversity of human behavior, and the use of imagination to conceptualize subject matter principles.

A comparisons on highest and lowest ratings of the teachers, supervisors, and administrators are presented in Table 19. Islamic Education teachers were always in the leading postion in terms of giving the highest rating to items. There were thirty items for which they gave the highest means. On the other hand, mathematics and English Language teachers rated approximately half of the items as the lowest. For supervisors, Islamic Education and Arabic Language tended to give the highest means; however, English Language teachers tended to be on the negative side.

TABLE 19: Comparison highest/lowest items on Omani Educational Objectives: Teachers and Supervisors

Subjects	Teachers		Supervisors	
	Highest	Lowest	Highest	Lowest
Islamic Education	30	0	20	0
Arabic Language	4	0	15	0
Mathematics	0	19	0	4
Science	0	0	0	3
Social Studies	1	1	0	4
English Language	2	16	1	26

B. PROCESS AND PRACTICE

Part II section B of the questionnaire covered the classroom activity and student assessment. Forty-two items were administered to teachers, administrators, and supervisors. Means, standard deviations, and percentage of the responses to each of the five choices are presented in Appendix 11B.

The ranges of the means of the responses are 2.77 to 4.23 for teachers, 2.67 to 4.17 for supervisors, and from 3.06 to 4.34 for administrators. Table 20 summarizes the response distribution. It indicates that teachers rated 34 items, or 80.9 percent of the 42 items, above 3.51. Administrators rated 36 items, or 85.7 percent of the 42 items, above 3.51. In contrast, the supervisors rated only 23 items, or 54.7 percent of the 42 items, above 3.51.

There were two items that teachers rated lower than 3.0. First, teachers felt that their schedules did not include adequate time to make preparation for field and practical activities, as well as for classroom teaching (Item 10). This was especiall indicated by the mathematics teachers response, (mean = 2.21). The highest mean for this item was found in the responses of the English Language teachers (mean = 3.41). Second, there was agreement among teachers that the school library did not include a good selection of professional books, periodicals, newsletters, or other current subject matter information (Item 15). English Language (mean = 2.14) and Mathematics (mean = 2.32)

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teachers reported low means on this item. On the same item, Islamic Education teachers tended to have higher mean (mean = 3.46).

Table 20 also indicates that both administrators (mean = 3.06) and supervisors (mean = 2.67) rated the adequacy of library facility low. However, there was an obvious discrepancy between teachers and supervisors about teachers' schedules (Item 10). Supervisors (mean = 3.35) rated this item higher than teachers (mean = 2.77).

Table 20: Means of items for Classroom Activities: Methods of Instruction & Student Assessment: Teachers, Supervisors, Administrators

Item		Teach n=940	Super n=93	Admin n=162
1a	Teaching assignment by academic background	3.91	4.17	4.34
1b	Teaching assignment by teaching experience	3.88	4.14	4.09
1c	Teaching assignment by teacher's preference	3.63	3.73	4.07
2	Clear and explicit test instructions	4.04	4.00	3.97
3	Formative student evaluation	4.17	3.90	4.01
4	Encourage student's investigation	3.49	3.10	3.46
5	Individualized instruction	3.91	3.36	3.61
6	Inservice training: Student assessment	3.34	3.11	3.27
7	Encourages questions, challenges, and hypothesis	3.48	2.84	3.08
8a	Assessment method: student progress	3.90	3.62	4.09
8b	Assessment method: diagnosis	3.97	3.63	4.17
8c	Assessment method: informative	3.88	3.53	3.76
9	Avoidance of comprehension contamination on tests	3.80	3.57	3.56
10	Allow for preparation, field & practical activities	2.77	3.35	3.07
11	Communication of competencies to students	3.93	3.53	3.68
12	Assessment of attainment of specified objectives	3.90	3.49	3.77
13	Confirmation of course objectives	3.88	3.56	3.90
14	Clear and concise test items	4.09	3.98	4.14
15	Adequate library collection of professional books	2.79	2.67	3.06
16a	Preference for teacher prepared tests	4.00	3.89	3.89
16b	Preference for school prepared tests	3.22	3.51	3.73
16c	Preference for school district prepared tests	3.52	3.23	3.59
17	Tests representative of different item types	4.13	4.00	4.19
18	Improving students' communication skills	3.86	3.74	4.02
19	Design tests to suit all students	3.87	3.88	3.72
20a	Criterion-referenced test grades	3.52	3.25	3.32
20b	Normative-referenced test grades	3.82	4.05	4.32
21a	Utilization of performance tests	3.20	3.03	3.17
21b	Utilization of objective tests	3.94	3.88	4.06
21c	Utilization of essay tests	3.50	3.62	3.74
21d	Utilization of teacher observation	3.92	3.40	3.67
22a	Tests assess recall of facts	4.06	3.76	4.10
22b	Tests assess comprehension	4.23	3.80	4.17
22c	Tests assess ability to analyze	3.88	3.25	3.74
22d	Tests assess ability to apply	3.98	3.26	3.84
22e	Tests assess problem-solving	3.67	3.05	3.54
23	Test data for transcripts	4.10	3.83	4.28
24	Examinations account for individual differences	3.82	3.64	4.01
25	Teacher meetings to improve curriculum	3.14	3.45	3.77
26	Utilize student assessment to improve instruction	3.43	3.33	3.70
27	Final tests for grade assignment	3.93	3.98	4.23
28	Balanced assessment plan	3.76	3.44	3.74

As indicated in Table 21, there were eight items which teachers rated above 4.0. Among them, two were related to the clarity and explicitness of test instructions, (Item 2, mean = 4.04), and test items, (Item 14, mean = 4.09). The other six items are the preference of teacher prepared tests, (Item 16a, mean = 4.00); the use of different test-item types, (Item 17, mean = 4.13); the use of tests to assess recall of facts, (Item 22a, mean = 4.06), and comprehension (Item 22b, mean = 4.23); the provision of continual evaluation in a formative manner, (Item 3, mean = 4.17); and the use of test data to provide reports and transcripts, (Item 23, mean = 4.10).

Table 21: Frequency of responses on Classroom Activities-Methods of Instruction and Student Assessment: Teachers, Supervisors, Administrators

N = 42 Items

Mean	Teachers	Supervisors	Administrators
< 4.0	8	5	14
3.51 - 3.99	26	18	22
3.0 - 3.5	6	17	6
> 3.0	2	2	0

Teachers tended to indicate that test instructions were clear and explicit. Among teachers of different subjects, the means ranging from 3.92 (Social Studies) to 4.16 (Islamic Education), were homogeneous. In terms of providing continual evaluation of students in a formative manner, English Language teachers had the lowest mean (mean = 3.77) and Islamic teachers had the highest mean (mean = 4.42), with an overall mean of 4.17. Most of the teachers indicated that the teacher should be the most appropriate source for preparing the tests for preparatoy school. The mean ranged from 3.88 (Mathematics) to 4.10 (Arabic Language), with an overall mean of 4.0. Preparing tests (Item 16b, mean = 3.22) by school was found as the last choice for the teachers. In contrast, administrators and supervisors tended to consider the school district as the last choice for preparing tests.

With regard to what ability that a test assesses, comprehension was rated the highest with a mean of 4.23, recall of facts with a mean of 4.06 was the second, and problem solving was the last with a mean of 3.67. Both administrators and supervisors shared the same opinions as teachers. The rating of using tests to prepare student reports ranged from 3.53 (English Language) to 4.45 (Islamic Education) with an overall mean of 4.10 for teachers.

There were twenty-three items which administrators rated higher than teachers; among them, only four had a difference of at least more than 0.3. Two of these items related to preference of teacher in assigning teaching assignment (Item 1c), and teachers meetings to discuss the problems of implementation and improvement of the Omani curriculum (Item 25). The other two involved were tests prepared by school (Item 16b) and test grades based on normative reference (Item 20b). The differences are shown in Table 21.

Among nineteen items which administrators had scored lower than teachers, only two are addressed here. First, teachers indicated that they did use different methods of instruction for the below average or superior student (Item 5). Teachers also idicated that they encouraged students to question evidence, challenge loose thinking, and develop hypotheses as an accepted part of classroom behavior (Item 7).

There were fifteen items on which teachers had higher means than supervisors by at least 0.3. The most significant items are the use of different methods of instruction to suit below average, average, and superior students (Item 5); the encouragement of students to question evidence, challenge loose thinking, and develop hypotheses (Item 7); the assessment technique of teacher observation as student assessment (Item 21d); the assessment of the ability to analyze (Item 22c); the assessment of the ability to apply (Item 22d); and the assessment of the ability to do problem solving (Item 22e).

However, as previously stated, for two items, (Item 10 and 25), the supevisors responses resulted in higher ratings.

In general, the administrators had the highest means. The teachers' means were second, and the supervisors' means were the lowest, as indicated in Table 22.

Among teachers, Mathematics and English Language teachers tended to have lower means. For supervisors, Science and English Language supervisors tended to have lower means, as indicated in Table 22.

Table 22: Comparison highest/lowest items on Classroom Activities-Method of Instruction and Student Assessment: Teachers and Supervisors

Subjects	Teachers		Supervisors	
	Highest	Lowest	Highest	Lowest
Islamic Education	35	0	8	0
Arabic Language	2	1	24	0
Mathmetics	1	10	3	5
Science	1	0	2	16
Social Studies	3	6	3	3
English Language	2	24	2	21

C. RESOURCES

1. Human and Physical Resources: Staff, Equipment, Facilities, and Materials

Part II section C of the questionnaire focused on the issues of staff, equipment, facilities and materials. Twenty-seven items were administered to teachers, supervisors, and administrators. Means, standard deviations, and percentages of the responses to each of the five choices are presented in Appendix 11B.

Table 23 presents the response distribution of teachers, supervisors, and administrators. It indicates that very few items were rated with means above 4.0. Teachers and supervisors rated only one item above 4.01. Administrators rated only two items above 4.0. Over half of the items ranged between 3.05 and 3.99 within the groups of teachers, supervisors, and administrators. There were ten items which were rated below 2.99 by supervisors and eleven items rated so by teachers and administrators.

Table 23: Frequency of responses on Human and Physical Resources-Staff, Equipment, and Materials: Teachers, Supervisors, Administrators

N = 27 Items

Mean	Teachers	Supervisors	Administrators
< 4.0	1	5	14
3.5 - 3.99	5	18	22
3.0 - 3.49	10	7	5
> 2.99	11	10	11

The item means for teachers, supervisors, and administrators are presented in Table 24. The means ranged from 2.29 to 4.18 for teachers, from 2.21 to 4.25 for supervisors, and from 2.32 to 4.25 for administrators. Teachers, supervisors, and administrators had a positive view on proper ventilation in classroom (Item 5a); their means were 4.18, 4.25, and 4.25 for teachers, supervisors and administrators, respectively. Item 12 questioned on the adequacy of school policies for reviewing teacher assignments in terms of academic teaching and other qualifications. Teachers attitude tended to be lower with mean of 3.40; however, administrators had a more positive attitude with a mean of 4.14. Teachers of different subjects viewed this question differently, e.g., Islamic Education teachers had a mean of 3.98 and Arabic Language teachers had a mean of 2.91.

Table 24: Means of items on Human and Physical Resources: Staff, Equipment, Facilities, and Materials: Teachers, Supervisors, and Administrators

Item		Teach n=940	Super n=93	Admin n=162
1	Adequacy of classroom size	3.75	3.98	3.87
2a	Adequate quantities of books for teachers	2.79	2.86	2.68
2b	Adequate quantities of books for students	2.75	2.83	2.47
3	Use of Non-specialized teachers	2.29	2.21	2.32
4	Sufficient number of supervisory personnel	3.93	3.77	3.78
5a	Classrooms have proper ventilation	4.18	4.25	4.25
5b	Classrooms have electrical outlets	3.88	3.91	3.84
5c	Classrooms have darkening capabilities	2.86	2.95	2.83
5d	Classrooms have facilities for large & small groups	3.15	3.12	3.09
5e	Classrooms have adequate storage space	2.99	2.91	2.79
5f	Classrooms have space for student activities	2.77	2.72	2.52
6	Teachers trained for use of equipment	3.04	3.33	2.95
7	Released time for in-service training	2.76	3.16	3.08
8	Teacher selection of equipment	3.21	3.04	3.23
9	Ministry responsible for teacher development	3.46	3.65	3.71
10a	A-V materials available for instruction	3.33	3.38	3.15
10b	A-V materials available for student projects	2.67	2.75	2.83
10c	A-V materials available for student team work	2.69	2.76	2.78
10d	A-V materials available for student individual work	2.47	2.31	2.37
11	Immediate availability of A-V Equipment	2.78	2.82	2.92
12	Teacher assignment related to qualifications	3.40	3.75	4.14
13	School District provides workshops	3.42	3.74	3.80
14	Workshops featuring recent educational developments	3.43	3.67	3.71
15	Working order of equipment and materials	3.34	3.45	3.53
16	Cooperation among teachers to coordinate curriculum	3.44	3.14	3.46
17	Adequacy of teacher preparation in learning theory	3.86	3.67	3.70
18	Adequacy of teacher preparation in subject matter	3.90	3.78	3.87

Among those items which were rated below 2.99, there were ten items which teachers, supervisors, and administrators tended to agree . There was minimal satisfaction reported with the adequacy of books for teachers (Item 2a) and for students (Item 2b). Also, at this level was Item 3, the degree of utilization of non-specialized teachers to teach in preparatory school. Another unsatisfactory aspect was the rooms with respect to darkening capability (Item 5c), adequacy of storage space for equipment and materials (Item 5e), and the adequacy of space for student project work (Item 5f). The suitability and availability of audio/visual equipment and instuctional aids for students for project work (Item 10b), for team work (Item 10c), and individual work (Item 10d) were indicated to be less than adequate. Again, dissatisfaction was reported on the availability of audio/visual equipment (Item 11).

There were two items, (Item 3 and Item 10d) which had means much lower than the other items. The means for item 3 were 2.29, 2.21,and 2.32 for teachers, supervisors,and administrators respectively. For item 10d the means were 2.47, 2.31, and 2.37 for teachers, supervisors and administrators, respectively. This implies that the educational system seldom used non-specialized teachers in preparatory school. It also reflected that the audio/visual facilities were not readily available for students' uses on their individual works.

For those items falling between 3.0 and 3.99, administrators had more items ranged from 3.5 to 3.99 (9 out of 14 items); teachers had more items between 3.0 and 3.49 (10 out of 15 items); and supervisors were approximately equally distributed in these two categories, nine items ranged from 3.5 to 3.99 and seven items ranged from 3.0 to 3.49.

Table 25 presented the highest and lowest rating given by teachers and supervisors. Among the twenty- seven items, sixteen items (Item 1, 3, 4, 5a, 5b, 5d, 5f, 8, 9, 10b, 10c, 10d, 12, 16, 17, and 18) were rated highest by Islamic Education teachers. Seven items (Item 2a, 2b, 6, 7, 11,14, and 15) were rated highest by English Language teachers and four items (item 5c, 5e, 10a, and 13) were rated highest by Arabic Language teachers. Two-thirds, or 18 items of the 27 items,were rated as lowest by the Mathematics teachers. These items include item 2a, 2b, 4, 5a, 5b, 5d, 6, 7, 9, 10a, 10b, 10c 11, 13, 14, 15, 16, and 18.

Table 25: Comparison highest/lowest items on Human and Physical Resources-Staff, Equipment, Facilities, and Materials: Teachers and Supervisors

Subjects	Teachers		Supervisors	
	Highest	Lowest	Highest	Lowest
Islamic Education	16	0	2	0
Arabic Language	4	1	15	0
Mathmetics	0	18	1	4
Science	0	1	1	9
Social Studies	0	4	2	3
English Language	7	3	7	11

Most of the positive attitudes were shared by Arabic Language and English Language supervisors. Fifteen items (4, 5a, 5c, 5d, 5e, 5f, 8, 9, 10b, 10c, 10d, 11, 12, 16 and 18) were rated highest by Arabic Language supervisors. Seven items (2a, 2b, 6, 7, 10a, 13, and 14) were rated highest by English supervisors. Most of the lowest items were indicated by both the Science and English Language supervisors. Eleven items, (Items 1, 3, 5a, 5b, 5c, 5e, 5f, 8, 10d, 12, 17), were rated lowest by English Language supervisors. Nine items, (Items 2b, 4, 5d, 7, 9, 13, 14, 16, 18), were rated lowest by the Science supervisors.

In general, the means of this section of the questionnaire were lower in comparison with other sections of the questionnaire. Islamic Education teachers tended to have a more positive attitude toward most of the items, while Mathmatics teachers had a negative attitude toward most of the items. Arabic Language and English Language supervisors shared most of the positive attitude toward the questionnaire; however, English Language supervisors also shared the negative attitude with Science supervisors.

2. Textbooks

Part II Section D of the questionnaire focused on the qualities of the textbooks used for the various subject matters. Twenty-five items were administered to teachers, supervisors, and administrators. Means, standard deviations, and percentages of responses to each of the five choices aree presented in Appendix IIB.

Table 26 provides distributions of the responses of the teachers, supervisors and administrators. For all three groups, over two-thirds of the items had means in the range between 3.5 and 3.99. Rated above 4.0 were four items by the teachers and supervisors and six items by the administrators. Rated below 3.50 were four items by the teachers, three items by the supervisors, and only one item by the administrators.

Table 26: Frequency of responses on Textbooks:
Teachers, Supervisors, Administrators

N = 25 Items

Mean	Teachers	Supervisors	Administrators
< 4.0	4	4	6
3.5 - 3.99	17	18	18
> 3.49	4	3	1

The means of the responses of the teachers, supervisors, and administrators are presented in Table 27. The range of the means were from 3.45 to 4.25 for teachers, from 3.33 to 4.47 for supervisors, and from 3.44 to 4.29 for administrators.

The questionnaire may be classified into four major questions. The first question focused upon whether the substance of the textbook reflects the curriculum objectives, meets the students' developmental needs, and developes their critical thinking, ect. The second question dealt with the users' satisfaction with the textbook regarding the sequence of information, presentation of concepts and their integration of its content with other subject matters. The third question focused on the exercises, provided by the textbook, such as the quality of the exercises, the practicality and relevance of the exercises to the students'age group, and students' intereset in the exercises. The last question focused on the design of the textbook and its physical appearance.

Table 27: Means of items for Textbooks: Teachers, Supervisors, and Administrators

Item		Teach n=940	Super n=93	Admin n=162
1a	Reflects curriculum objectives	3.89	3.90	4.11
1b	Confirms developmental stages	3.63	3.66	3.69
1c	Satisfies needs and interests	3.59	3.65	3.77
1d	Presents student identification with content	3.61	3.60	3.85
1e	Develop critical thinking	3.46	3.40	3.70
1f	Confirm student achievement	3.49	3.57	3.60
2a	Satisfies logical sequencing	3.69	3.67	3.87
2b	Satisfies accuracy of information	3.90	3.88	4.06
2c	Satisfies recency of information	3.79	3.77	4.05
2d	Satisfies integration of concepts	3.71	3.67	3.78
2e	Satisfies flexibility and variations	3.67	3.62	3.71
2f	Satisfies integration of content	3.48	3.43	3.68
2g	Satisfies content and time allowed	3.58	3.89	3.44
3a	Exercises for diagnosis purposes	3.60	3.53	3.85
3b	Exercises are practical	3.51	3.57	3.70
3c	Exercises suitable to students'age	3.55	3.67	3.62
3d	Exercises motivate students	3.45	3.33	3.53
3e	Exercises suitable to students'mental maturity	3.67	3.76	3.69
4a	Satisfactroy in design and layout	4.03	4.14	4.12
4b	Satisfactory in binding	4.14	4.41	4.02
4c	Satisfactory in type size	4.25	4.47	4.29
4d	Satisfactory in size and number of pages	4.01	4.26	3.92
4e	Satisfactory in illustrations	3.79	3.78	3.83
4f	Satisfactory in realistic illustration	3.79	3.83	3.94
4g	Satisfactory in attractive illustrations	3.70	3.68	3.86

In general, teachers, supervisors, and administrators tended to have high postive ratings on the last question.

They expressed their satisfaction with the design and layout (Item 4a), binding (Item 4b), type size (Item 4c), and size and number of pages (Item 4d). Teachers, supervisors and administrators rated these items above 4.0, except Item 4d (size ofthe textbook and the number of its pages) for administrators (mean = 3.92). However, the mean for this item is very close to 4.0. Upon closer examination of the different subject matters, it was found that Islamic Education teachers had given the highest ratings as compared with the ratings given by teachers of other subjects to the above four items. Social Studies supervisors indicated the highest ratings on textbook design and layout (Item 4a), and binding (Item 4b). In terms of the size of the book and the number of pages, Social Studies supervisors had the lowest ratings.

Four items (Items 1e, 1f, 2f, and 3d) were rated below 3.50 by the teachers; however, the means were very close to 3.50. These items focused on the textbooks' contribution to develop critical thinking, to conform to the achievement level of the students, to integrate with other subject without repetition, and to provide exercises that motivated the students to do them. For all of these four items, Islamic Education teachers had the highest means and Mathematics teachers had the lowest means. Likewise, the supervisors also rated Items 1e, 2f, and 3d lower than 3.50. For administrators, it was Item 2g which was lower than

3.50. Item 2g focused on the textbook's content and the amount of instructional time allowed.

According to the teachers' ratings, four items showed higher variations by different subject matters. There is a marked contrast between Islamic Education teachers with mean of 4.08 and Mathematics teachers with a mean of 2.09 on the textbooks' presentation of characters or situations with which the student can identify. There was closer agreement with regard to satisfaction with the textbook in terms of the logical sequencing subject matter and learning task (Item 2d) as the Islamic Education teachers' had a mean of 4.12, and the Mathematics teachers had a mean of 3.19. The integration of the concepts and topics in the textbook (Item 2d) were satisfactory for the Islamic Education teachers with a mean of 4.08 and the Mathmatics teachers with a mean of 3.18. Activities suggested in the textbook paractical (Item 3b) were reported more satisfactory by the English Language teachers with a mean of 3.86 than by the Mathematics teachers with a mean of 2.94.

In this regard the supervisors' ratings tended to vary by subject matters even more than teachers' ratings. There were ten items that showed higher variations. There was somewhat of a variation between the Islamic Education supervisors with a mean of 4.25 and the Mathematics supervisors with a mean of 3.08 on the apprporiateness of the textbook to the needs, development interests, and motivation of the students (Item 1c).

Again, there is a marked contrast between the Islamic Education supervisors with a mean of 4.10 and the Mathematics supervisors with a mean of 2.9 on the textbook's presentation of characters or situations to develop critical thinking resulted in. There was a slight variation by the Islamic Education supervisors with a mean of 3.95 and the English Language supervisors with a mean of 3.08 in their response to the textbook's help in developing critical thinking (Item 1e). The variation of a mean of 4.0 as recorded by Mathematics supervisors was established for the degree that the textbook conforms to the achievement level of the students (Item 1f). In the textbook, exercises that help in diagnosing the weakness of the students (Item 3a) were sufficient as indicated by the Social Studies supervisor's mean of 4.0, and the Mathematics supervisor's mean of 3.0. The practicality of the activities suggested in the textbok (Item 3b) was found to be aggreeable to a great extent by the Islamic Education Supervisors with means of 4.0 and at sometimes by the Mathematics and Science supervisors with a mean of 3.0. The Islamlic Education and English supervisors with means of 4.0 varied from the Science supervisors with a mean of 3.08 on the suitability of the activities in the textboks in relation to the student's age (Item 3c) with which the student can identify. (Item 1d).

Again, with a mean of 3.70 the Islamic Education supervisors varied from the Mathematiics supervisors with a mean of 2.77 in their perception of the textbook's ability to motivate the student to solve the exercises (Item 3d). The suitability of the students' questions in the textbook to the mental maturity of the age group (Item 3e) showed variation among the Islamic Education supervisors with a mean of 4.25 and the Mathematics and Science supervisors with means of 3.23. There was a variation in the perception of the English Language supervisors with a mean of 4.25 and the Mathematics supervisors with a mean of 3.23 in terms of the artistic quality and attractiveness of illustrations in the textbooks (Item 4g).

Table 28 indicates that Islamic Education teachers rated most of the items higher than teachers of the other subject matters. Mathematics teachers had more negative responses to most of the items. Islamic Education supervisors rated more items as the highest than the other supevisors rated items as the highest. Mathematics and Science supervisors had more items rated as the lowest. In general, administratiors had higher means than teachers and supervisors.

Table 28: Comparison highest/lowest items on Textbooks: Teachers and Supervisors

Subjects	Teachers		Supervisors	
	Highest	Lowest	Highest	Lowest
Islamic Education	16	0	2	0
Arabic Language	4	1	15	0
Mathmetics	0	18	1	4
Science	0	1	1	9
Social Studies	0	4	2	3
English Language	7	3	7	11

3. Teacher's Manual

Part II Section E of the questionnaire consisted of forty-eight items which focused on the qualities of the teacher's manual by assessment of the content, design, clarity, deficiencies, and usefulness of the teacher's manual. Means, standard deviation, and percentages of the responses of the teachers, supervisors, and administrators to each of the five choices are presented in Apendix IIB.

The distributions of responses by teachers, supervisors and administrators are presented in Table 29. Most of the items, regardless of the groups, had means between 3.5 and 3.9. None of the supervisors rated any item above 4.0. However, teachers rated four items above 4.0, and administrators rated seven items above 4.0. Approximately one-third of all items were rated between 3.0 and 3.49 by supervisors. Nine items rated by the teachers and six items rated by the administrators were in the range between 3.0 and 3.49. Very few of the items were rated below 3.0.

Table 29: Frequency of responses on Teacher's Manual: Teachers, Supervisors, Administrators

N = 48 Items

Mean	Teachers	Supervisors	Administrators
< 4.0	4	0	7
3.5 - 3.99	32	29	32
3.0 - 3.49	9	15	6
> 3.0	3	4	3

Teachers rated above 4.0 all items regarding the teacher's manual's effectiveness in communicating instructional objectives (Item 10a), background needed to understand the subject matter (Item 10b), and content (Item 10c), as indicated in Table 30. Adminstrators rated seven items above 4.0. Half of these items were related to inclusion of instructional objectives. Instructional objectives stated in the teacher's manual (Item 4b); instructional objectives, if not stated, obvious to the teachers only (Item 4ci); instructional objectives related to subject matter (Item 4d); and major learning outcomes represent the cognitibe domain (Item 4fi) were represented in the administrators' ratings above 4.0. Adminstrators also recorded positive ratings to Item 3eiii which focused on the suitability of the teacher's manual's to present learning activities for the superior student and Item 11b which focused on encouragement of activities to promote discussion.

Table 30: Means of items for Teacher's Manual: Teachers, Supervisors, and Administrators

Item		Teach n=940	Super n=93	Admin n=162
1a	Adequate evaluation of factual recall	3.72	3.82	3.96
1b	Adequate evaluation of comprehension	3.77	3.91	3.99
1c	Adequate evaluation of ability to analyze	3.61	3.49	3.78
1d	Adequate evaluation of ability to apply	3.57	3.59	3.82
1e	Adequate evaluation of problem solving	3.33	3.23	3.49
2a	Content communicated clearly	3.67	3.84	3.87
2b	Content recent and timely	3.47	3.63	3.67
3a	Ideas and suggests: useful and relevant	3.83	3.83	3.98
3b	Ideas and suggests: practical	3.68	3.78	3.90
3c	Ideas and suggests: interesting	3.52	3.50	3.62
3d	Ideas and suggests: involves students	3.50	3.37	3.54
3ei	Ideas and suggests: suitable for below average	3.35	3.25	3.47
3eii	Ideas and suggests: suitable for average	3.67	3,65	3.81
3eiii	Ideas and suggests: suitable for superior	3.91	3.72	4.07
4a	Topics and activities are coherent	3.81	3.85	3.91
4b	Instructional objectives stated	3.91	3.88	4.04
4ci	Instructional objectives obvious to teacher	4.07	3.85	4.00
4cii	Instructional objectives obvious teacher/student	3.49	3.32	3.60
4d	Instructional objectives related/subject matter	3.98	3.98	4.17
4e	Learning objectives consistent to procedures	3.84	3.74	3.90
4fi	Cognitive learning outcomes represented	3.95	3.90	4.22
4fii	Affective learning outcomes represented	3.54	3.47	3.75
4fiii	Psycho-motor learning outcomes represente	3.50	3.29	3.74
4g	Suggests variety of activities and ideas	3.73	3.69	3.81
5	Skills to use manual	3.47	3.64	3.77
6a	Deficiencies: orderly presentation subj matter	2.84	2.58	2.81
6b	Deficiencies: too conforming for teachers	3.14	2.68	2.95
6c	Deficiencies: lack direction	2.90	2.59	2.88
6d	Deficiencies: defining student outcomes	2.98	2.45	3.05
7	Presents variety of evaluation methods	3.29	3.11	3.44
8a	Suggested equipment: available	3.34	3.39	3.36
8bi	Suggested equipment: easy to use for teachers	3.73	3.83	3.76
8bii	Suggested equipment: easy to use for students	3.25	3.35	3.32
9a	Helpful in presenting concepts	3.72	3.82	3.98
9b	Helpful in suggesting new ideas	3.65	3.53	3.76
9c	Helpful in suggesting extra illustrations	3.54	3.36	3.62
9d	Helpful in giving examples	3.52	3.36	3.70
9e	Helpful in suggesting methods of presentation	3.59	3.48	3.80
9f	Helpful in guideline for example selection	3.67	3.60	3.97
9g	Helpful in design assessment	3.66	3.52	3.87
10a	Communicate instructional objectives	4.14	3.80	3.95
10b	Communicate background needed	4.11	3.55	3.83
10c	Communicate contents	4.20	3.85	4.06
11a	Encourages listening	3.75	3.53	3.76
11b	Encourages discussion	3.86	3.80	4.03
11c	Encourages definition of terms	3.78	3.60	3.99
11d	Encourages contrasting and comparing	3.66	3.40	3.68
11e	Encourages problem solving	3.58	3.22	3.69

The intention of Item 6 was to assess the deficiencies of the teacher's manual. Teachers, supervisors, and administrators rated the parts of this item lower than 3.0. This means that the groups do not quite agree upon these items which include orderly presentation of subject matter (Item 6a), too conforming for teachers (Item 6b), too vague and lack directions (Item 6c), and not clearly defining expected student outcomes (Item 6d).

In general, items were rated higher by administrators than by teachers and supervisors. No pattern was found between teachers and supervisors. Sometimes the teachers' responses were higher. Other times, the supervisors' responses were higher. For example, this is discernible in items asking whether the teacher's manual offers adequate evaluation procedures for assessing different capabilities all statements under (Item 1). Teachers, supervisors, and administrators gave low ratings for problem-solving ability (Item 1e). Other items regarding this evaluation procedure were rated between 3.50 and 3.99. Item 2 questioned about the presentation of teacher's manual, all the respondents rated this item above 3.50.

On items questioning about whether the ideas, suggestions, and activities in teacher's manual are useful, practical to implement or enjoyed by students or fully involved the students or suitable for learning, most of these items were rated over 3.50, except Item 3ei for which all respondents had lower ratings on the learning capabilities of the below average students.

Item 4, in its totality, related the teacher's manual with instructional objectives. All items for all respondents were above 3.50, except for supervisors rated Items 4cii, 4fii, and 4fiii lower than 3.50. These items focused on whether instructional objectives are obvious to teachers only and whether major outcomes represented the affective and psychomotor domains.

All respondents rated Item 7 lower than 3.5. This is an indication that the evaluation methods used were not beyond the traditional paper and pencil tests. Also, this was reflected in Items 8a and 8bii in that teaching equipment suggested in the teacher's manual was not available for use, especially not for students. English Language rated these items higher (4.08 for Item 8a and 3.84 for Item 8bii) than Mathematics teachers rated these items (2.74 for Item 8a and 2.78 for Item 8bii). Similar results also can be found in the supervisors' responses. English Language supervisors rated both itmes much higher (4.27 for Item 8a and 3.87 for Item 8bii) than Mathematics supervisors rated these items (2.85 for Item 8a and 2.77 for Item 8bii).

Item 9, in its totality, questioned whether the teacher's manual was helpful in certain ways. All items for all respondents were rated higher than 3.50, except for Items 9c and 9d for supervisors. These two items focused upon suggesting extra charts and figures to facilitate concept acquistion (Item 9c) and giving more examples and non-examples of each concept (Item 9d). Islamic supervisors tended to have the highest mean (3.90); Science supervisors had the lowest mean (2.62) on Item 9c. For Item 9d, Arabic supervisors had the highest mean (3.80), and Science supervisors had the lowest mean (2.54).

Supervisors had a low mean (3.22) for Item 11e which focused on the materials suggested in the teacher's manual tended to encourage development of recognizing various methods to solve problems. Arabic Language supervisors had the highest mean (3.88); Science supervisors had the lowest mean (2.69).

By examining the means from different subject matters in Table 31, there is an indication that Islamic Education,

Table 31: Comparison highest/lowest items on Teacher's Manual: Teachers and Supervisors

Subjects	Teachers		Supervisors	
	Highest	Lowest	Highest	Lowest
Islamic Education	18	0	11	0
Arabic Language	13	0	23	0
Mathmetics	0	40	3	8
Science	0	3	0	38
Social Studies	3	0	5	2
English Language	20	5	10	5

Arabic Language, and English Language teachers had most of the highest rating, and Mathematics teachers had most of the lowest ratings. Arabic Language supervisors rated as highest about half of the items (23 items). Islamic Education rated as highest eleven items, and English Language supervisors rated as highest ten items. In contrast, Science supervisors rated as the lowest thirty-eight items.

D. CURRICULUM CONTENT

1. Process of Curriculum Development

Part II Section A focused on the issues of the process of the curriculum development. Thirty-three items were administered to teachers and supervisors. Means, standard deviations, and percentages of responses to each of the five choices for teachers and supervisors are presented in Appendix IIB.

The distributions of the responses given by teachers and supervisors are presented in Table 32. Over two-thirds of the items responded to by teachers and supervisors ranged from 3.0 to 3.99. Both teachers and supervisors rated sixteen items between 3.0 and 3.49 and seven items between 3.50 and 3.99. Rated above 4.0 were two items by teachers and four items by supervisors. There were eight items which were rated below 3.0 by teachers and six items which were rated below 3.0 by the supervisors.

Table 32: Frequency of responses on Process of Curriculum Development: Teachers and Supervisors

N = 33 Items		
Mean	Teachers	Supervisors
< 4.0	2	4
3.5 - 3.99	7	7
3.0 - 3.49	16	16
> 3.0	8	6

Eight major issues were addressed in this part of the questionnaire; they were:

1. To what extent do respondents think the following groups (teachers, supervisors, administrators, students, parents, and concerned groups) should participate in curriculum development?

2. To what extent do respondents think they have participated with their opinions in the following activities in curriculum development:

    (1) defining the objectives of their subject matters.

    (2) choosing and sequencing the topics in each grade.

    (3) presenting material in textbook.

    (4) choosing activities that suit the students.

(5) trying out suggested materials on samll number of classes.

(6) evaluating every step of the development process.

3. To what extent do respondents think their feedback was seriously taken and adopted during the developmental or implementing stages?

4. To what extent do respondents feel each of the following groups (supervisors, educational administrators, students, parents and various social groups) was given a fair chance to participate the curriculum development?

5. To what extent do respondents have a clear picture of the curriculum in their subject matters?

6. If respondents did not participate in the curriculum development,to what extent have they been informed about the curriculum development (at the beginning, during the development or when they were asked to implement it)?

7. At different developing stage, to what extent do respondents feel they have been given enough and timely information about the curriculum development?

8. To what extent do respondents feel the continuous curriculum improvement was taken place in their subject matters?

Both teachers and supervisors strongly indicated that participation in curriculum development should include supervisors (Item 1b) and students (Item 1d). Also, supervisors think that teachers should participate (Item 1a). The means of the Items 1b and 1d were rated higher than 4.4 by teachers and supervisors. However, educational administrators (Item 1c) and parents (Item 1e) were rated as the least desired groups to participate in the curriculum development process.

Table 33 indicates that both teachers and supervisors

Table 33: Means of items for Process of Curriculum Development: Teachers and Supervisors

Item		Teach n=940	Super n=93
1a	Curriculum development participation: teachers	3.59	3.80
1b	Curriculum development participation: supervisors	4.56	4.70
1c	Curriculum development participation: administrators	3.12	3.32
1d	Curriculum development participation: students	4.59	4.41
1e	Curriculum development participation: parents	2.72	3.04
1f	Curriculum development participation: concerned groups	3.48	3.69
2a	Teacher participation in defining objectives	3.54	3.60
2b	Teacher participation in topic choice and sequence	3.09	3.36
2c	Teacher participation in content of textbooks	3.06	3.25
2d	Teacher participation in choosing activities	3.36	3.49
2e	Teacher participation in piloting suggested content	2.93	3.12
2f	Teacher participation in evaluating develop steps	3.23	3.34
3a	Teacher feedback during curriculum development	2.79	3.03
3b	Teacher feedback during curriculum implementation	3.03	3.38
4a	Fair chance of participation of supervisors	3.15	3.08
4b	Fair chance of participation of administrators	2.24	2.32
4c	Fair chance of participation of students	3.64	3.51
4d	Fair chance of participation of parents	2.09	1.96
4e	Fair chance of participation of various groups	2.66	2.33
5	Clarity of subject matter Grades 1-12	3.89	4.33
6a	Given information at beginning	3.07	3.11
6b	Given information during development process	3.11	3.43
6c	Given information at implementation	3.89	4.01
7a	Timely and adequate information at definition of philosophy	3.06	3.40
7b	Timely and adequate information at stating objectives	3.56	3.73
7c	Timely and adequate information at selecting topics	3.25	3.21
7d	Timely and adequate information at writing content	3.18	3.08
7e	Timely and adequate information at piloting	2.82	2.78
7f	Timely and adequate information at evaluation	2.70	2.80
7g	Timely and adequate information at modification	3.00	2.97
8a	Continuous improvement of textbooks	3.72	3.85
8b	Continuous improvement by evaluation of curriculum	3.08	3.79
8c	Continuous improvement before implementation	3.03	3.17

*Data of responses from English Language teachers and supervisors are not available for Items 1b, 3b, and 4a.

had relatively positive attitudes toward Item 2a which elicited their opinons in defining the curriculum objectives with a mean of 3.54 for teachers and a mean of 3.60 for supervisors. The other activities of the process of curriculum development, such as choosing and sequencing the materials, presenting materials, piloting suggested materials, etc. were rated around 3.0.

Teachers indicated, by relatively low means, that they feel that their feedback was not taken seriously and adopted neither during the curriculum development stage (Item 3a, mean = 2.79) nor during the curriculum implementaiton stage (Item 3b, mean = 3.03). The responses from the supervisors indicated similar relatively low means of 3.03 for Item 3a and of 3.38 for Item 3b.

The indication from the responses of the teachers (mean = 3.64) and the supervisors (mean = 3.51) that students had a fair chance to participate in the curriculum development process (Item 4c). Other groups, such as teachers, supervisors, administrators, and parents had less of a chance to participate in the curriculum development process. For example, the parents' chance of participation, as perceived by the teachers' responses, was a mean of 2.09 and by the supervisors' responses a mean of 1.96. Thus, both teachers and supervisors believed that these groups had much less of a chance to participate in the curriculum development process.

If the teachers and supervisors had not participated in the curriculum development process, most of them were informed at the time that they were asked to implement it (Item 6c); however, less information was given at the beginning (Item 6a) and during the development stage (Item 6b).

Teachers and supervisors thought that they had been given adequate and timely information in stating the objectives in their subject matters (Items 7b). The means were 3.56 for teachers and 3.73 for supervisors. The other items, such as defining the philosophy (Item 7a), choosing the topics (Item 7c), writing content (Item 7d), trying out on small scale (Item 7e), evaluating the tryout (Item 7f), and modifying the material for the final version (Item 7g) were rated low with a range from 2.70 to 3.25, except for defining the philosophy of curriculum development (Item 7a) as rated by supervisors, mean=3.40.

Teachers and supervisors agreed that the textbook improved as compared to the previous one (Item 8a). The means were 3.72 for teachers and 3.85 for supervisors.
At the end of each year, supervisors had higher proportions being asked to give evaluation of the curriculum (Item 8b). The means were 3.79 for supervisors and 3.08 for teachers. Both teachers (mean = 3.03) and supervisors (mean = 3.17) gave low ratings when they were asked whether they had been informed of changes before it is given to them to implement (Item 8c).

Studies had five items, Mathematics had four items, and Arabic Language had one. Summary information of the above items are presented in Table 34.

Table 34: Comparison highest/lowest items on Process of Curriculum Development: Teachers and Supervisors

Subjects	Teachers		Supervisors	
	Highest	Lowest	Highest	Lowest
Islamic Education	21	0	13	0
Arabic Language	5	0	10	1
Mathmetics	0	11	1	4
Science	0	8	2	15
Social Studies	1	1	2	5
English Language	7	14	6	10

2. Curriculum Content of the Various Subject Matters

Part II Section A Part 2 focused on various aspects of the curriculum content of six subject matters: Islamic Education, Arabic Language, Mathematics, Science, Social Studies and English Language. Questionnnaires were only administered to teachers and supervisors. The numbers of items in each of the questionnaires differed by subject matters.

Islamic Education

The questionnaire which was used to examine the curriculum content of Islamic Education had forty-four items. A large portion of these items related to religious education. Also included were the curriculum goals, the integration of Islamic Education with other subject matters, the emphasis of the curriculum, and the application of the curriculum to the practical situations. As indicated in Table 35, over one-half of the forty-four items (24 items from teachers and 23 items from supervisors) had means higher than 4.0 based on a five-point scale. Only two items were lower than 3.0 for both teachers and supervisors. Of those items which fell between 3.0 and 3.99, approximately three-quarters were rated equal to, or higher than, 3.5 by both teachers and supervisors respectively.

Table 35: Frequency of responses on Curriculum Content: Teachers and Supervisors

N = 44 Items

Mean	Teachers	Supervisors
< 4.0	24	23
3.5 - 3.99	15	14
3.0 - 3.49	3	5
> 3.0	2	2

As indicated in Table 36, nineteen of the forty-four items were rated above 4.0 by both teachers and supervisors. Two of these items, consideration of long term goals in selecting and organizing the content of the Islamic Education curriculum (Item 1) and the adequacy of the number of weekly hours allocated to teaching the curriculum (Item 2) pertain to the development and outcomes of the Islamic Education curriculum content.

One of the items indicated that the curriculum successfully encouraged the students' participation in clubs and activities. Two complimentary items, the emphasis of the historical aspect (Item 3) and philosophical aspect (Item 4) focused on the orientation of the content of Islamic Education.

Three items were related to the integration of Islamic Education (a) in the primary, preparatory, and secondary levels (Item 7); (b) in the Omani curriculum goals (Item 8); and (c) with the Arabic Language curriculum (Item 9a).

The development of cognitive skills within the Islamic Education curriculum was the primary feature of three items. This approach is evident in presenting Islamic Education as not only an organized component of knowledge but also as a method of thinking and behaving (Item 10) and encouraging the students to develop basic attitudes for critical thinking, i.e., not making hasty judgements (Item 12a) and testing the accuracy of information (Item 12b). In the dimension of daily living, it was found that a basic component of the Islamic Education method was the practical exercise of religius worship and the institutuion of prayers (Item 11b).

Table 36: Means of items for Islamic Education: Teachers and Supervisors

Item		Teach n=940	Super n=93
1	Long term goals considered in content of curriculum	4.14	4.38
2	Weekly hours sufficicent to realize goals	4.34	4.38
3	Emphasis of historical aspects of Islam	4.07	4.24
4	Emphasis of philosophical aspects of Islam	4.03	4.00
5	Encourage participation in Islamic activities	4.04	4.10
6	Teacher participation in curriculum development	3.23	3.43
7	Integration of Islamic curriculum in three levels	4.04	4.10
8	Integration of Islamic curriculum in Grades 1-3	4.15	4.15
9a	Integration Islamic Studies and Arabic	4.17	4.15
9b	Integration Islamic Studies and Social Studies	3.83	3.76
9c	Integration Islamic Studies and Science	3.13	3.25
9d	Integration Islamic Studies and Mathematics	2.75	2.85
9e	Integration Islamic Studies and English	2.15	2.40
10	Islamic Education as a method of thinking	4.28	4.24
11a	Pratical exercise of worship integrated in curriculum	4.14	3.85
11b	Pratical exercise of worship basic component curriculum	4.29	4.15
12a	Encourage attitude of not making hasty judgments	4.22	4.00
12b	Encourage attitude of testing accuracy of information	4.16	4.05
12c	Encourage attitude of evaluating scources of information	4.13	3.70
12d	Encourage attitude of utilizing various information	3.90	3.85
13a	Encourages deductive reasoning	3.83	4.00
13b	Encourages inductive reasoning	3.84	4.10
14	Motivate additional reading of Islamic references	3.88	3.95
15	"Separate Lessons method"; and six Islamic components	3.99	3.86
16	Unity and integration of the six Islamic components	4.21	4.14
17a	Selection of Surahs and Tilaawah and Tajweed	4.23	4.29
17b	Selection of Surahs and interpretation and comprehension	4.37	4.24
17c	Selection of Surahs and exegesis and memorization	4.23	4.10
18a	Number, length, and difficulty of Surah, Grade 1	3.93	4.00
18b	Number, length, and difficulty of Surah, Grade 2	4.02	4.14
18c	Number, length, and difficulty of Surah, Grade 3	4.21	4.29
19a	Content of Surahs to students' ability to read	4.07	4.24
19b	Content of Surahs to students' comprehension	3.99	4.00
19c	Content of Surahs to students' relate mean to experience	3.81	3.81
19d	Students' ability to relate Surahs content to same grade	3.97	3.81
20	Concept of curriculum content include the six components	3.94	3.60
21	St. learn practical perform of Islamic ethics and prayers	4.08	3.95
22a	St. behavior reflects Islamic tradition in the family	4.00	3.71
22b	St. behavior reflects Islamic tradition in the classroom	4.20	3.90
22c	St. behavior reflects Islamic tradition in school	3.95	3.80
22d	St. behavior reflects Islamic taditiion in society	3.95	3.45
23	Religious events taught at occurence of religious events	3.64	3.45
24a	Science classes provide principles of Islamic Education	3.44	3.40
24b	Social Studies provide principles of Islamic Education	3.78	3.52

Both teachers and supervisors held strong attitudes about seven items that feature the basic core and fabric of the Islamic Education curriculum. Thus, it was found that the curriculum method of inclusion of the six components of

Islamic Education-namely the Holy Qur'an, the dHadith, the Islamic Creed, the Fiqh, the Biography of the Prophet and his Companions, and Islamic Research-achieves unity and integration of them (Item 16). Within the seven items, three items related to the selection of the Surahs and Ayahs for each grade level for mastery of Tajweed (the rules of pronunciation and intonation and Tilaawah (the recitation) as recitation (Tilaawah) and the rules of Tajweed (Item 17a), interpretation and comprehension of their meaning (Item 17b), and Qur'anic exegesis and memorization (Item 17c). Three important items regarding the assigned Surahs and Ayahs were directly linked to their compatibility with the students' rational ability, and maturity. Therefore, there was a strong indication that the number, length, and word difficulty of the Surahs and Ayaahs assigned in the second grade (Item 18b) and third grade (Item 18c) were commpatible with the students' degree of rational maturity and assenilation ability. In addition, there was a strong indication that the content of the Qur'anic Surahs assigned to each grade was compatible with the students' ability to read Qur'anic content (Item 19a).

There were five items that teachers rated higher than 4.0 and supervisors rated below 4.0. However, the differences were very small. These items included the practical exercise of religious worship and the institution of prayers as an integral part of the curriculum (Item 11a), the encouragement of students to develoop cirtical thinking skills to evaluate the sources of information (Item 12c), learning the principles of Islamic ethics and the performance of prayers by word and deed (Item 21), and the reflection of the study of Islamic Education in the behavior of the students in the family (Item 22a) and in the classroom (Item 22b).

In contrast, four items were rated above 4.0 by the supervisors and lower than 4.00 by the teachers. Two items focused upon the Islamic Education curriculum encourageing the students to develop deductive (Item 13a) and inductive (Item 13b) reasoning. The supervisors were more inclined to agree that the number, length, and word difficulty of the Surahs and Ayaahs assigned in the first grade (Item 18a) were compatible with the students's degree of rational maturity and assimilation ability and that the content of the Qur'anic Surahs assigned to each grade was compatible with the students' comprehension of Quranic Content (Item 19b).

Also, Table 36 indicates that both teachers and supervisors rate lower than 3.0 two items regarding the integration of Islamic Education curriculum with the Mathematics (Item 9d) and with English Language (Item 9e) curriculums. In addition, there was a relatively low rating for the integration of Islamic Education curriculum with the Science curriculum (Item 9c).

The consensus between teachers and supervisors on other items ranged between 3.0 and 3.99 as presented in Table 37.

Table 37: Comparison of item responses on Islamic Education: Teachers and Supervisors

Agreement on Item Numbers				
Mean = < 4.0		3.5 - 3.99	3.0 - 3.49	3.0
1	11b	9b	6	9d
2	12a	12d	9c	9e
3	12b	14	24a	
4	16	15		
5	17a	19c		
7	17b	19d		
8	17c	20		
9a	18b	22c		
10	19a	24b		

Disagreement on Item Numbers							
Mean = < 4.0		3.5 - 3.99		3.0 - 3.49		> 3.0	
T	S	T	S	T	S	T	S
11a	18a	13b	11a		22d		
12c	13a	18a	12c		23		
21	13b	19b	21				
22a	19b	22d	22a				
22b		23	22b				

* T = Teachers
* S = Supervisors

Arabic Language

Part II Section A2 of the questionnaire presented the Arabic Language curriculum content. Eighty-three items were administered to teachers and supervisors. These items focused on five major issues: (a) consideration of long-term goals of Omani education in designing the Arabic Language curriculum, (b) the integration of the Arabic Language curriculum with other grade levels and various subject matters, (c) issues related to the methods of teaching the Arabic Language content (d) the suitability of the curriculum content for students of different levels of ability and (e) the content of the reading and language strands of the Arabic Language curriculum in grades 1, 2, and 3.

Table 38 indicates that based on a five-point scale, teachers rated 19 items above 4.0 and supervisors rated 25 items above 4.0. Over ninety percent of the items, or 75 of

Table 38: Frequency of responses on Arabic Language: Teachers and Supervisors

Mean	Teachers	Supervisors
< 4.0	19	25
3.5 - 3.99	56	50
3.0 - 3.49	6	6
> 3.0	2	2

the 83 items, were rated above 3.50 by both teachers and supervisors. There were only six items rated between 3.0 and 3.49 and two items were rated lower than 3.0 by both teachers and supervisors.

In terms of the integration of the Arabic Language curriculum with different grades or with other subject matters, the ratings varied according to the subject matters. Islamic Education and Social Studies integrate with Arabic Language more favorably than with Science, Mathematics and English Language. This was reported by both teachers and supervisors. Table 39 indicates that both the integration of the Arabic Language curriculum with the Mathematics curriculum (Item 6d) and English Language curriculum (Item 6e) were rated lower than 3.0 by the teachers. Teachers rated the Mathematics curriculum at 2.50 and the English Language curriculum at 2.32. Supervisors reported slightly higher ratings with a mean of 3.0 for integration with the Mathematics curriculum and a mean of 2.69 for integration with the English Language curriculum.

Table 39: Means of items for Arabic Language: Teachers and Supervisors

Item		Teach n=940	Super n=93
1	Long term goals considered in content of curriculum	3.92	4.07
2a	Weekly hours sufficient for Grade 1	4.43	4.50
2b	Weekly hours sufficient for Grade 2	4.54	4.43
2c	Weekly hours sufficient for Grade 3	4.56	4.47
3	Encourage participation in extracurricular activities	3.68	3.80
4	Integration of Arabic curriculum in three levels	3.85	4.00
5	Integration of Arabic Language curriculum in Grades 1-3	3.90	4.07
6a	Integration of Arabic Language and Islamic Education	4.28	4.47
6b	Integration of Arabic Language and Social Studies	3.70	3.93
6c	Integration of Arabic Language and Science	3.23	3.64
6d	Integration of Arabic Language and Mathematics	2.56	3.00
6e	Integration of Arabic Language and English Language	2.32	2.69
7	Iqra book compliance with "Three Alternatives" method	3.39	2.83
8	Lughati book appropriate to acquire language proficiency	3.92	4.07
9	Preference of methods of grammar versus context	4.09	3.93
10a	Lughati emphasizes functional aspects of language	4.27	4.60
10b	Lughati emphasizes relationship of construction & meaning	4.21	4.36
11	Lughati emphasizes elaboration that bores students	4.21	4.21
12	Suitability objective versus essay questions	3.65	3.27
	Iqra (Read), reading book, Grade 1, Series A:		

13a	Ensures diversity of contents	4.10	4.27
13b	Ensures diversity of phraseology	3.96	4.00
14	Quantitative versus qualitative selection of topics/text	3.77	3.50
15a	Achieves silent reading skills	4.06	3.80
15b1	Achieves oral reading-pronunciation and fluency	4.19	3.67
15b2	Achieves oral reading-tone and interpretation	4.02	3.64
15b3	Achieves communication of meaning	3.83	3.80
15c1	Achieves listening-rapid perception	4.14	3.86
15c2	Achieves listening-attentive listening	4.12	3.93
15c3	Achieves listening-mental concentration	3.91	3.93
15c4	Achieves listening-attention to speaker	4.02	3.71
15d1	Achieves linguistic expression-oral skills	3.84	3.60
15d2	Achieves linguistic expression-written skills	3.88	3.50
16	Scope & variety of content develop literary appreciation	3.98	4.07
17a	Content appropriate to educational experience	3.61	4.00
17b	Content appropriate to subject matter	3.66	3.87
17c	Content appropriate to logical sequencing	3.59	3.79
18	Content encourages independent learning	3.62	3.67
	Lughati (My Language), language book, Grade 1, Series B:		
19a	Differentiates between grammar intracacies & construction	3.61	4.00
19b	Attains grammatical expression	3.47	3.93
20a	References to linguistic concepts	3.76	3.77
20b	Analogy to theories, forms, and patterns of language	3.93	4.00
20c	Exercises correspond to meaningful grammatical use	4.38	4.67
21a	Improves oral and written expression	3.57	3.73
21b	Increases motivation to outside reading	3.40	3.40
21c	Increases knowledge of language characteristics	3.62	3.80
	Parallel Relations Between Lughati, Grade 1 and Iqra, Grade 1:		
22a	Orientation of chapters of grammar concepts	3.70	3.80
22b	Use of dictionary	3.77	3.73
22c	Evaulation of linguistic forms or patterns	3.79	3.67
22d	Practice for comprehension and literary appreciation	3.90	3.86
	Iqra (Read), reading book, Grade 2:		
23	Includes religious, social, national, international topics	4.04	4.27
24	Emphasizes different purposes of language learning	4.06	4.20
25a	Use of dictionary to isolate meaning from context	3.45	3.27
25b	Use of dictionary to record the meaning of word	3.72	3.40
25c	Use of dictionary to determine "three alternatives"	3.90	4.07
26	Provides practice of oral and written expression	3.76	3.62
27	Contents in sequence & scope related to Grade 1 book	3.56	3.73
28	Guides student to self-instruction	3.59	3.93
	Lughati (My Language), language book, Grade 2, Series B:		
29	Coherent relationship to Iqra, Grade 2	3.61	3.87
30	Relation of contents to Lughati, Grade 1	3.64	4.07
31	Contents variety appropriate to students' need & ability	3.78	3.93
32a	Contents related to students' experiences & interests	3.57	3.73
32b	Contents reflect students' individual differences	3.43	3.53
	Iqra (Read), reading book, Grade 3, Series A:		
33	Contents in sequence & scope related to Grade 1 & 2 books	3.70	3.93
34	Vocabulary appropriate to students' educational level	3.71	3.87
35a	Achievement of silent reading skills-quick comprehension	3.86	3.93
35b	Achievement of oral reading skills	4.05	3.80
35c	Achievement of perceptive reading skills	3.84	3.87
36	Includes social attitudes to promote communication skill	3.72	3.73
37a	Provides cohesiveness in improvement of listening skills	3.91	4.00
37b	Provides cohesiveness in appreciation of literary forms	3.71	3.88
37c	Provides cohesiveness in development of critical thinking	3.90	3.90
37d	Provides cohesiveness in accurate and correct reading	3.99	3.87
37e	Provides cohesiveness in correct expression	3.79	3.80
	Lughati, (My Language), language book, Grade 3, Series B:		
38	Contents related as a cohesive, integrated unit	3.57	3.80
39	Correspondence of contents to Lughati, Grade 1 and 2	3.57	3.80
40	Suitability of verbal construction to Grade 3	3.95	3.87
41	Suitability of specification of numbers	3.84	3.80
42	Sufficient introduction to indeclinables	3.86	3.93
43	Suitability of lexicon concepts and inferences	3.84	4.00
44a	Accomplishment of understanding & competence	3.98	4.13
44b	Accomplishment of grammatical construction skills	3.73	3.80
44c	Accomplishment of pronunciation and writing	3.89	3.62
45	Quantity and difficulty surpasses students' ability	3.68	3.46

The only item on which teachers and supervisors differed by more than .50 was the compliance with the three alternative methods in teaching reading (Item 7). Teachers tended to have a relative positive attitude toward this item, with a mean of 3.39. In contrast the supervisors, had a mean of 2.83 for this item.

Both teachers and supervisors had very positive attitudes toward the Arabic Language curriculum with the general educational goals. Teachers had a mean of 3.92 and supervisors had mean of 4.07, with 74 percent of teachers and 87 percent of supervisors had 4.0, or above. These respondents at least fully agree with the statement that the long-term goals of Omani education were taken into consideration in setting the criteria for selecting and organizing the contents of the Arabic Language Curriculum (Item 1).

Both teachers and supervisors tend to agree fully that the hours assigned to the Arabic Language are sufficient enough to achieve the desired goals. Both teachers and supervisors had means of at least 4.43, or above, for all grades in the preparatory level (Items 2a, 2b, 2c).

Both teachers and supervisors agreed that the content of my language book series "Lughati" for the preparatory level is too elaborate and makes students bored (Item 11). The means were 4.21 for teachers and supervisors.

Teachers and supervisors had higher rating on Grade 1 reading book "Iqra" on diversity of topics. The six topics in the books enable students to achieve silent reading, oral reading and linguistic expression (Items 15a, to item 15d2). The highest rating among these items was pronunciation and fluency (Item 15b1) by teachers with a mean of 4.19. The lowest rated item was written linguistic expression (Item 15d2) by supervisors with a mean of 3.50. Arabic Language's encouragement of students to practice independent learning and its acceptance with willingness and true disposition (Item 18) was rated at 3.62 by teachers and at 3.67 by supervisors.

Twenty items were related to the first grade language book. Most of the 20 items were rated higher than 3.50. The exceptions were item 19b rated lower by teachers, item 25b rated lower by supervisors, and items 21b and 25a rated lower by both teachers and supervisors. Both teachers and supervisors had means of 3.40 with respect to My Language book "Langhati" for grade 1 capability to improve students' abilities to enlarge perceptions and motivate them to engage in outside reading. Students' use the dictionary in order to search for the meaning of a word by isolating the word from the context was rated at 3.45 by teachers and 3.27 by supervisors.

Five items (item 29 to item 32bd) were directed toward the second grade My Language book "Langhati". Teachers and supervisors gave ratings higher than 3.50, with the exception of the rating, 3.43 given by teachers to Item 32b which highlighted the This item questioned about to what extent does my language book content appropriateness to individual differences among students attending class.

Eleven items were related to the third grade reading book "Iqra". Teachers reported the highest rating of 4.05 to the reading passages and exercises in the book assisstance to students in achieving oral reading (Item 35b). Approximately over 77 percent of teachers at least responded in full agreement with the statement. The lowest rating of 3.71 by teachers was noted for the topics included in the book provision for a basis, or opportunity, to train students in developing appreciation of literacy forms (Item 37b).

The last part of this questionnaire focused on third grade My Language book "Langhati". There were 10 items, all means were higher than 3.50 except for Item 45 by supervisors. Only about 46 percent of supervisors fully agreed, and about 39 percent sometimes agreed that the contents of the book for grade 3, in terms of quantity and level of difficulty, surpass the ability of students to follow and understand the topics presented in the book (Item 45). Only about 46percent of supervisors fully agreed, about 39 percent sometimes agreed.

In general, teachers and supervisors had high rating for these 83 items. This also indicated that the mean differences between teachers and supervisors were not significant.

Table 40: Comparison of item responses on Arabic Language: Teachers and Supervisors

Agreement on Item Numbers

Mean = < 4.0	3.5 - 3.99		3.0 - 3.49	> 3.0
2a	3	6b	21b	6e
2b	14	15c3		
2c	15d1	15d2		
6a	17b	17c		
10a	18	20a		
10b	21a	21c		
11	22a	22b		
13a	22c	22d		
23	26	27		
24	29	31		
	32a	33		
	34	35a		
	35c	36		
	37b	37c		
	37d	37e		
	38	39		

Disagreement on Item Numbers

Mean = < 4.0		3.5 - 3.99		3.0 - 3.49		> 3.0	
T	S	T	S	T	S	T	S
1	9	6c	1	12	6c	7	6d
4	15a	9	4	14	7		
5	15b1	15a	5	25b	19b		
8	15b2	15b1	8	45	32b		
13b	15c1	15b2	12				
16	15c2	15c1	12b				
17a	15c4	15c2	16				
19a	35b	15c4	17a				
20b		19b	19a				
25c		32b	20b				
30		35b	25b				
37a			25c				
43			30				
44a			37a				
			44a				
			45				

* T = Teachers
* S = Supervisors

Mathematics

Part II Section A2 focused on the issues of Mathematics curriculum content. Thirty-two items were administered to teachers and supervisors. Table 41 indicates that supervisors rated four items (Item 2, 13, 16 and 19) above 4.0. None of the items were rated 4.0 and above by teachers. There were twenty-four items rated between 3.0 and 3.99 by teachers. Supervisors rated twenty items within the same range. Both teachers and supervisors had eight items which were rated lower than 3.0.

Table 41: Frequency of responses on Mathematics: Teachers and Supervisors

N = 32 Items		
Mean	Teachers	Supervisors
< 4.0	0	4
3.5 - 3.99	12	14
3.0 - 3.49	12	6
> 3.0	8	8

Supervisors rated the following items as equal to, or higher than, 4.0 based on a five-point scale, as indicated in Table 42. Ninety-three percent of the supervisors' responses were greatly (4) or fully (5) agree on the sufficiency of time allotted for teaching to realize the

Table 42: Means of Items for Mathematics: Teachers and Supervisors

Item		Teach n=940	Super n=93
1	Long term goals considered in content of curriculum	3.49	3.85
2	Weekly hours sufficient to realize goals	3.96	4.31
3	Encourage participation in extra curricular activities	2.84	2.92
4	Integration of Mathematics curricculum in Grades 1-3	3.30	3.54
5	Integration of Mathematics curriculum in three levels	3.25	3.62
6a	Integration of Mathematics and Islamic Education	2.57	2.39
6b	Integration of Mathematics and Arabic Language	3.00	3.00
6c	Integration of Mathematics and Social Studies	2.81	2.62
6d	Integration of Mathematics and Science	3.89	3.46
6e	Integration of Mathematics and English Language	2.06	1.67
7a	Integration of practical and field studies	3.38	3.31
7b	Practical and field studies as instructional methodology	3.44	3.31
8a	Encourages deductive reasoning	3.80	3.85
8b	Encourages inductive reasoning	3.98	3.77
9a	Students develop attitudes to suspend judgement	3.93	3.77
9b	Develop attitudes to test accuracy of data	3.87	3.85
9c	Develop attitudes to evaluate source of data	3.49	3.77
9d	Develop attitudes to utilize various sources	3.38	3.39
10	Within grade unit facilitates learning following unit	3.29	3.69
11	Algebra & Geometry units prerequisite for next grade units	3.67	3.77
12	Appropriateness of Grade 2 statistics	3.46	4.77
13	Appropriateness of Grade 3 trigonometry	3.62	4.15
14	Difficulty & scope of geometry to students' mental dvlpmt	3.53	3.92
15	Appropriateness of Grade 2 analytical geometry	3.56	3.85
16	Appropriateness of Grade 3 solid geometry	3.14	4.00
17	Appropriateness of not teaching plane geometry in Grade 2	2.71	2.77
18	Adequacy of logical sequencing of geometry curriculum	3.70	3.69
19	Concepts of sets in algebra facilitates number operations	3.88	4.08
20a	Set theory used to present geometry	3.42	3.46
20b	Set theory used to present trigonometry	2.78	2.58
20c	Set theory used to present statistics	2.95	2.58
21	Effect of statistics only at Grade 2 on secondary level	2.47	2.54

desired goals of the mathematics curriculum (Item 2). About 85 percent of the supervisors' responses were greatly (4) or fully (5) in agreement that it is appropriate to teach trigonometry in the third grade (Item 13). Approximately 77 percent of the supervisors' responses were greatly (4) or fully (5) in agreement that the third grade of the preparatory level is an appropriate level to begin introducing solid geometry with respect to the students' mental development (Item 1). Seventy-seven percent of the supervisors' responses were greatly (4) or fully (5) in agreement that the concepts of sets and the relations among sets facilitate learning mathematics and dealing with numbers and mathematical operation (Item 19).

There was a great deal of discord between teachers (mean=3.14) and supervisors (mean=4.0) in the appropriateness of introducing geometry in the third grade of the preparatory level (Item 16). Only 77 percent of the responses from the supervisors were 4 or above. Only 45 percent of the responses from the teachers were within the same range.

Both teachers and supervisors gave very low ratings to eight items (Items 3, 6a, 6c, 6e, 17, 20b, 20c, and 21). About 62 percent of the responses from the supervisors and 58 percent of the responses from the teachers were sometimes (3) and seldom (2) with regard to Mathematic curriculum serving to encourage the students to engage in extracurricular activities (Item 3).

The integration of the Mathematics curriculum with Islamic Education (Item 6a), with Social Studies (Item 6c), and with English Language (Item 6e) curriculums was rated lower than 3.0 by both teachers and supervisors. Teachers had a mean of 2.57 and supervisors had a mean of 2.39 for integration of Mathematics with Islamic Education curriculum. For integration of the Mathematics and Social Studies curriculums, the teachers had a mean of 2.81 and the supervisors had a mean 2.62. The means for integration of the Mathematics curriculum with the English curriculum were even lower. Teachers responses resulted in a mean of 2.06 while supervisors responses resulted in a mean of 1.67.

About one-third of the repsponses from supervisors fell into greatly (4) and the other third fell into rarely (1) for the appropriateness of teaching plane geometry in first and third grade but not in second grade (Item 17). For this item, about one-half of the teachers' responses fell into seldom (2) and rarely (1).

Low ratings were reported for the concepts of set theory used in presenting not only algebra but also trigonometry or statistics. Teachers had a mean of 2.78 for trigonometry (Item 20b) and a mean of 2.95 for statistics (Item 20c). Supervisors had a mean of 2.58 for both of these items.

About 57 percent of the teachers' responses fell into seldom (2) and rarely (1) with respect to the study of statistics only in the second grade with no continuation at the third grade of the Mathematics curriculum affecting the study of statistics at the Secondary level (Item 21). Supervisors' responses fell into the same category at the 38 percent level.

There were only two items which differed more than 4.0 between teachers' means and supervisors' mean within the range of 3.0 to 3.99. The first of these items is the integration of the mathematics curriculum with science (Item 6d). The teachers had a mean of 3.89 and the supervisors' had a mean of 3.46. Approximately 73 percent of the teachers' responses were greatly (4) and fully (5); 61 percent of the supervisors' responses were in the same category. The second item, the extent to which units taught in each grade level facilitate the students' learning of the following unit (Item 10) was rated 3.29 by teachers. This mean was lower than the supervisors' rating of 3.6 for Item 10. The teachers' responses resulted in 48 percent for the rating greatly (4) and 30 percent for the rating sometimes (3). Seventy-seven percent of the responses of the supervisors indicated greatly (4) and fully (5).

Table 43 indicates that teachers and supervisors share similar attitudes for several aspects of the Mathematics curriculum. Within the range of 3.00 to 3.99, it was determined that the practical and field studies included in the Mathematics curriculum were an integrated part (Item 7a) and an essential and principal component in the instructional methodology (Item 7b). Encouragement of students to develop positive attitudes, habits, and skills was emphasized in the Mathematics curriculum by inclusion of components on deductive (Item 8a) and inductive (Item 8b) reasoning, suspending judgment (Item 9a) testing the accuracy of data (Item 9b), and utilizing various sources of information (Item 9d). Some of the items falling within the 3.00 to 3.99 range were focusing on concepts and sequencing included in the Mathematics curriculum. The conceptual items included set theory used to present not only Algebra but also geometry (Item 20a), algebra and geometry units in particular grade levels as prerequisites for units in the next grade levels (Item 11), the increase in difficulty and scope in the geometry sequence appropriate to the mental development of the students (Item 14), the appropriateness of introducing anaytical geometry in the second grade

Table 43: Comparison of item responses on Mathematics: Teachers and Supervisors

Agreement on Item Numbers

Mean = < 4.0	3.5 - 3.99	3.0 - 3.49	> 3.0
	8a	6b	3
	8b	7a	6a
	9a	7b	6c
	9b	9d	6e
	11	20a	17
	14		20b
	15		20c
	18		21

Disagreement on Item Numbers

Mean = < 4.0		3.5 - 3.99		3.0 - 3.49		> 3.0	
T	S	T	S	T	S	T	S
	2	2	1	1	6d		
	13	6d	4	4			
	16	13	5	5			
	19	19	9c	9c			
			10	10			
			12	12			
				16			

* T = Teachers
* S = Supervisors

(Item 15), and the sequencing of plane, analytical, transformation, and solid geometry as a logical sequence.

In summary, about two-thirds of all the items were rated in the same ranges (< 4.0, 3.50 to 3.99, 3.0 to 3.49, or > 3.0) by both teachers and supervisors. All the respondents, in general, reported negative attitudes toward the integration of mathematics curriculum with other subject matters i.e. Islamic education, English language, etc. It also indicated that it is not appropriate to teach plane geometry in first and third grade of the preparatory level, but not in the second grade and set theory did not aply to geometry and statistics.

Science

The questionnaire which was used to examine the Science curriculum content was comprised of 164 items which were administered to teachers and supervisors. Table 44 indicates that the teachers' responses, in general, resulted means higher than those derived from the supervisors' responses. Teachers rated 73 items with means higher than 4.10 and 80 items with means between 3.50 and 3.99. Supervisors rated 48 items with means higher than 4.0 and 62 items with means between 3.50 and 3.99. Supervisors rated 54 items lower than 3.5; however, teachers rated only 11 items below 3.50. Means, standard deviations, and percentages for each item are presented in Appendix B.

Table 44: Frequency of responses on Science: Teachers and Supervisors

N = 164 Items

Mean	Teachers	Supervisors
< 4.0	73	48
3.5 - 3.99	80	62
3.0 - 3.49	10	47
> 3.0	1	7

Seventeen major questions, each consisting of several elemental sub-items, were investigated by means of the questionnaire for the Science curriculum content, as indicated in Table 45. Moreover, the 164 items may be

Table 45: Means of Items for Science: Teachers and Supervisors

Item		Teach n=940	Super n=93
1	Long term goals considered in content of curriculum	3.70	3.62
2	Weekly hours sufficient to realize goals	3.95	4.23
3	Curriculum emphasizes historical issues of science	3.47	3.62
4	Encourage participation in extra curricular activities	3.50	3.23
5	Integration of Science curriculum in Grades 1-3	3.41	3.17
6	Integration of Science curriculum in three levels	3.46	3.00
7a	Integration of Science and Islamic Studies	3.55	2.75
7b	Integration of Science and Arabic Language	3.48	3.00
7c	Integration of Science and Mathematics	4.01	3.08
7d	Integration of Science and Social Studies	3.41	2.25
7e	Integration of Science and English Language	2.39	2.17
8	Understand science as a method thinking and research	3.73	3.08
9a	Integration of practical study in content	3.87	3.64
9b	Integrate practical study in instructional method	4.02	3.83

10a	Develop attitude to postpone judgements	3.89	3.75
10b	Develop attitude to check validity & precision of data	3.84	3.46
10c	Develop attitude to evaluate source of data	3.53	3.09
10d	Develop attitude to use various source to gather data	3.51	3.18
11a	Encourage deductive reasoning	3.81	3.18
11b	Encourage inductive reasoning	3.93	3.58
12a	Develop concern for natural environment	3.83	3.33
12b	Develop understanding of environment	4.00	3.17
12c	Adapt to environmental changes	3.74	3.25
12d	Identify natural resources in Omani environment	4.20	3.33
12e	Perception of natural resources raising std of living	4.08	3.33
12f	Identify danger and hazards of pollution	4.27	3.25
12g1	Develop openmindedness and curiosity	3.79	3.33
12g2	Postponing judgement until collection of information	3.80	3.08
12g3	Fighting superstition	3.93	3.08
12g4	Adopting experimental technique	3.97	3.54
12g5	Precise observation	3.85	3.39
12g6	Respects others opinions and changes personal opinion	3.90	3.31
12g7	Cooperation and ability of individual to work in group	3.95	3.46
12g8	Independence in thinking and action	3.60	2.85
12h	Development and application of scientific thinking	3.82	3.46
12i	Appreciation of manual work	3.80	2.92
12j	Appreciation of universe as a system	4.28	3.77
12k	Development of creative abilities	3.61	2.92
12l	Development of scientific attitudes	3.76	2.92
12m1	Hygienic habits by identity of parts/funtions of body	4.45	4.00
12m2	Proper nutritional habits to prevent disease	4.34	4.08
12n	Develop reading habits for self-learning	3.69	3.46
12o	Develop manipulative skills	3.88	3.08
13	Independent curriculum units vs. scientific knowledge	3.85	3.54
14a	Develop fondness and preference for sciencce	3.84	3.23
14b	Application to everyday life	3.68	3.08
14c	Manipulation and use of apparatus and tools	3.77	3.23
14d	Role of science in enriching human life	3.95	3.46
14e	Appreciation of Muslim scientists in human progress	4.13	3.85
15a	Student development to scientific knowledge	3.60	3.39
15b	Student development to level of difficulty	3.49	3.15
15c	Student development to specialized separate sciences	3.74	3.54
15d	Student development to alloted time each grade level	3.86	4.00
15e	Student development to mastery of manipulative skills	3.58	3.46
15f	Student development to perceive scientific knowledge	3.58	3.39
	Appropriateness of concepts to Grade 1, Unit 1, Human Body:		
16uf1a	Living cell and structure	4.30	4.31
16uf1b	Organs of human body	4.39	4.54
16uf1c	Sense organs	4.15	4.15
	Appropriateness of concepts to Grade 1, Unit 2, Universe:		
16uf2a	Universe	3.87	3.85
16uf2b	Solar system	3.74	3.62
16uf2c	Space navigation, rockets, satellites	3.51	3.39
16uf2d	Landing man on the moon	3.50	3.31
	Appropriateness of concepts to Grade 1, Unit 3, Atmosphere:		
16uf3a	Structure of air	4.40	4.31
16uf3b	Properties of air	4.30	4.46
16uf3c	Weather forecasting	4.02	4.23
	Appropriateness of concepts Grade 1, Unit 4, Matter:		
16uf4a	Properties	4.05	4.00
16uf4b	Molecules theory	3.70	3.77
16uf4c	Atom theory	3.53	3.69
16uf4d	Chemical formulae	3.38	3.62
16uf4e	Chemical equations	3.24	3.39
	Appropriateness of concepts Grade 2, Unit 1, The Planet Earth:		
16us1a	Layers of the earth	3.99	3.77
16us1b	Rocks	3.97	3.85
16us1c	Earthquakes and volcanoes	3.97	3.85
16us1d	Fossils	3.79	3.39
16us1e	Natural resources	3.96	3.69

	Appropriateness of concepts to Grade 2, Unit 2, Marine Resources :		
16us2a	Man's need for sea and marine resources	4.21	4.23
16us2b	Food from the sea	4.21	4.23
16us2c	Pearls, coral and sponges	4.17	4.08
16us2d	Desalination of sea water	4.23	4.00
16us2e	Minerals in the sea	4.09	3.58
	Appropriateness of concepts to Grade 2, Unit 3, Sound and Music:		
16us3a	Wave motion	4.00	3.62
16us3b	Wave propagation	3.95	3.62
16us3c	Pitch, level, and quality of sound	3.91	3.92
16us3d	Musical instruments	3.94	3.69
16us3e	Reflection of sound	4.15	3.92
16us3f	Echo	4.13	3.85
16us3g	Resonance	3.91	3.85
	Appropriateness of concepts to Grade 2, Unit 4, Light and Vision:		
16us4a	Propagation and speed of light	4.03	4.00
16us4b	Reflection of light and image formation	4.01	3.83
16us4c	Reflection of light spherical mirrors	3.92	3.92
16us4d	Refraction of light and formation of image in lenses	3.86	4.08
16us4e	Optical instruments	3.73	3.67
	Appropriateness of concepts to Grade 2, Unit 5, Principles of Chemistry:		
16us5a	Role of chemistry in life	4.12	4.08
16us5b	Structure of the atom	3.99	3.77
16us5c	Valence and bonding	3.78	3.92
16us5d	Chemical equations	3.74	3.77
16us5e	The mole	3.41	3.46
16us5f	Oxidation and reduction	3.52	3.62
16us5g	Carbon and its oxides	3.97	3.92
	Appropriateness of concepts to Grade 2, Unit 6, Health:		
16us6a	Role of Muslim scientists in the study of health	4.29	3.75
16us6b	Causes of illnesses	4.35	4.15
16us6c	Contagious diseases	4.32	4.23
16us6d	Vaccines and serum	4.21	3.85
16us6e	Drugs	4.02	3.92
16us6f	Pollution and its affect on health	4.36	4.23
	Appropriateness of concepts to Grade 3, Unit 1, The Living Cell:		
16ut1a	Shape and structure	4.29	4.25
16ut1b	Mitosis and miosis	4.04	3.75
	Appropriateness of concepts to Grade 3, Unit 2 Human Reproduction and Heredity:		
16ut2a	Human reproduction system	4.20	4.17
16ut2b	Zygote and embryo	4.17	3.92
16ut2c	Venereal diseases	3.96	4.00
16ut2d	Laws of heredity	3.80	3.39
16ut2e	Chronosomes and genes	3.60	3.23
16ut2f	Heredity of genetic traits	3.72	3.15
	Appropriateness of concepts to Grade 3, Unit 3, Motion and Force:		
16ut3a	Force	4.08	3.69
16ut3b	Resultant of forces	4.10	3.62
16ut3c	Equilibrium	3.94	3.62
16ut3d	Torque	3.84	3.69
16ut3e	Couple	3.82	3.62
16ut3f	Gravitational force	3.71	3.50
16ut3g	Momentum	3.51	3.00
16ut3h	Friction	3.47	3.40
16ut3i	Work, energy, and power	4.01	3.62

	Appropriateness of concepts to Grade 3, Unit 4, Magnetism and Electricity:		
16ut4a	Electric charges	4.23	4.00
16ut4b	Distribution of charges on surfaces	4.13	3.85
16ut4c	Electric potential	4.03	3.46
16ut4d	Electric field	4.12	3.54
16ut4e	Electric current	4.37	3.92
16ut4f	Electric circuit	4.42	4.00
16ut4g	Sources of electric current	4.41	4.08
16ut4h	Resistance and Ohm's law	4.38	4.00
16ut4i	Effect of electric current	4.28	4.00
16ut4j	Electrical instruments	4.24	4.00
	Appropriateness of concepts to Grade 3, Unit 5, Principles of Chemistry:		
16ut5a	Physical and chemical changes	4.29	4.23
16ut5b	Hydrogen, oxgen, and water	4.30	4.23
16ut5c	Acid, base, and salt	4.30	4.00
16ut5d	Study of iron, aluminum, copper elements	4.18	4.00
16ut5e	Fertilizer industry	3.93	3.69
16ut5f	Petrochemical industry	3.84	3.92
16ut5g	Soap industry and bread industry	3.91	3.85
	Appropriateness of new concepts introduced to Grade 1:		
17fa	Molecular theory of matter	4.02	4.00
17fb	Heat	3.86	3.85
17fc	Heat capacity	3.69	3.46
17fd	Temperature	4.08	3.92
17fe	Chemical symbols	4.24	4.23
17ff	Chemical formulae	4.01	4.23
17fg	Molecular weight	3.72	3.92
17fh	Chemical equations	3.96	3.77
	Appropriateness of new concepts introduced to Grade 2:		
17sa	Wave motion	4.34	4.08
17sb	Sound level and intensity	4.45	4.54
17sc	Pitch of sound	4.51	4.62
17sd	Quality of sound (harmonics)	4.44	4.08
17se	Laws of mirror and lenses	4.06	3.67
	Appropriateness of new concepts introduced to Grade 3:		
17ta	Mitosis	4.00	4.00
17tb	Miosis	3.86	3.92
17tc	Sperm and ovum	4.25	4.00
17td	Reproductive system	4.38	4.23
17te	Laws of heridity	3.81	3.46
17tf	Chronosomes and genes	3.97	3.46
17tg	Force and work	4.35	4.08
17th	Energy and power	4.43	3.83
17ti	Mathematical formulae for force, work, energy, power	4.32	3.92
17tj	Electrical current	4.65	4.39
17tk	Electric potential and field	4.36	4.00
17tl	Resistance and Ohm's law	4.65	4.39

grouped under the following eight major areas: (a) consideration of long term goals in designing the Science curriculum at the preparatory level and the emphasis of the curriculum; (b) integration of the Science curriculum at the various levels and with the different subject matters; (c) development of critical thinking skills; (d) identification of the natural environment from the personal and societal perspectives; (e) development of scientific attitudes; (f) integration of the Science curriculum at each grade level with the mental development of the students; (g) appropriateness of concepts included in the Science curriculum to the maturity and development of the students at each grade level of the preparatory school; and (h) appropriateness of the new topics and concepts introduced at each grade level.

Teachers and supervisors held different attitudes on the integration of Science curriculum with the Islamic Education curriculum (Item 7a), as indicated in Table 46. Teachers with a mean of 3.55 tended to have a more positive attitude toward the integration of the Science and Islamic Education curricula than supervisors with a mean of 2.75. Approximately 84 percent of teachers answered that they agreed with the statement at least sometimes (3) or more than sometimes. However, only 58 percent of the supervisors fell into the same category.

Table 46: Agreement of item responses on Science: Teachers and Supervisors

Mean = < 4.0	3.5 - 3.99	3.0 - 3.49	> 3.0
12m1	1	5	7e
12m2	9a	6	
16uf1a	10a	7b	
16uf1b	12g4	15b	
16uf1c	13	16uf4e	
16uf3a	15c	16us5e	
16uf3c	16uf2a	16ut3h	
16uf4a	16uf2b		
16us2a	16uf4b		
16us2b	16uf4c		
16us2c	16us1a		
16us2d	16us1b		
16us4a	16us1c		
16us5a	16us1e		
16us6b	16us3b		
16us6c	16us3c		
16us6f	16us3d		
16ut1a	16us3g		
16ut2a	16us4c		
16ut4a	16us4e		
16ut4f	16us5b		
16ut4g	16us5c		
16ut4h	16us5d		
16ut4i	16us5f		
16ut4j	16us5g		
16ut5a	16ut3c		
16ut5b	16ut3d		
16ut5c	16ut3e		
16ut5d	16ut3f		
17fa	16ut5e		
17fe	16ut5f		
17ff	16ut5g		
17sa	17fb		
17sb	17fg		
17sc	17fh		
17sd	17tb		
17ta			
17tc			
17td			
17tg			
17tj			
17tk			
17tl			

Mathematics (Item 7c) and Social Studies (Item 7d) were two other subject matters on which teachers' and supervisors opinions differed, as indicated in Table 47. Teachers (mean = 4.0 Mathematics, mean = 3.41 Social Studies) tended to report higher ratings than supervisors (mean = 3.08 Mathematics, mean = 2.25 Social Studies). Teachers with a mean of 3.73 indicated that they judged the Science curriculum as helpful to students in understanding that science is not only a body of knowledge but also a method of thinking and research (Item 8). On the other hand, supervisors with a mean of 3.08 judged Item 8 to be less effective.

There are seventeen items on which teachers' responses resulted in means at least .50 higher than the means of the supervisors' responses. With a mean of 3.81, teachers indicated that the Science curriculum helps the students develop deductive thinking (Item 11a); however, the supervisors' mean of 3.18 indicated this to a lesser extent. In the same pattern, the teachers with a mean of 3.83 indicated that the Science curriculum develops the students' concern for their natural environment (Item 12a). The supervisors' impression on Item 12a resulted in a mean of 3.33.

Table 47: Disagreement of item responses on Science: Teachers and Supervisors

Mean = < 4.0		3.5 - 3.99		3.0 - 3.49		> 3.0	
T	S	T	S	T	S	T	S
2	7c	3	2	4	3	7a	
15d	9b	9b	4	7c	7d	7d	
16us4d	12b	12j	7a	8	16uf4d	7e	
16ut2c	12d	14e	8	10b		12g8	
	12e	16uf4d	10b	10c		12i	
	12f	16us2e	10c	10d		12k	
	12j	16us3a	10d	11a		12l	
	14e	16us3e	11a	12a			
	16us2e	16us3f	12a	12b			
	16us3a	16us4b	12c	12c			
	16us3e	16us6a	12g1	12d			
	16us4a	16us6d	12g2	12e			
	16us4b	16us6e	12g3	12f			
	16us6d	16ut1b	12g5	12g1			
	16us6e	16ut2b	12g6	12g2			
	16ut1b	16ut3a	12g7	12g3			
	16ut2b	16ut3b	12g8	12g5			
	16ut3a	16ut3i	12h	12g6			
	16ut3b	16ut4b	12i	12g7			
	16ut3i	16ut4d	12k	12h			
	16ut4b	16ut4e	12l	12n			
	16ut4c	17fd	12n	12o			
	16ut4d	17se	12o	14a			
	16ut4e	17th	14a	14b			
	17fd	17ti	14b	14c			
	17se		14c	14d			
			14d	15a			
			15a	15e			
			15d	15f			
			15e	16uf2c			
			15f	16uf2d			
			16uf2c	16us1d			
			16uf2d	16ut2d			
			16us1d	16ut2e			
			16us4d	16ut2f			
			16ut2c	16ut3g			
			16ut2d	16ut4c			
			16ut2e	17fc			
			16ut2f	17te			
			16ut3g	17tf			
			17fc				
			17te				
			17tf				

A greater difference of opinion between the teachers and supervisors with respect to the science curriculum helping the students to understand their environment and its phenomena (Item 12b). For Item 12b, the teachers' responses resulted in a mean of 4.00. The supervisors' responses resulted in a mean of 3.17. Another item which revealed this difference of opinion, teachers' mean of 4.20 and supervisors' mean of 3.33, was the science curriculm's helping students to identify the natural resources in the Arabic environment and Oman in particular (Item 12d). There also was a difference in the teachers' mean of 3.80 and supervisors' mean of 2.92 in their attitude toward the focus of the science curriculum in helping students to develop their appreciation for manual work and its role in social progress (Item 12i). The greatest disparity between means occurred on Item 12f, the science curriculum as helping the students identify the danger and hazards of pollution and how they coudl participate in protecting their environment. For Item 12f the teachers' responses resulted in a mean of 4.27 and the supervisors' responses resulted in a mean of 3.25.

Generally, it was found that most differences between teachers and supervisors occurred for items dealing with integration with other subject matters, achievement of objectives, and development of skills and attitudes.

Social Studies

The questionnaire which was used to examine the Social Studies currriculum content was comprised of 101 items which were administered to teachers and supervisors. It is possible to categorize the 101 items as six major concerns: (a) consideration of long term goals in designing the Social Studies curriculum at the preparatory level; (b) the integration of the social studies curriculum with other subject matters or grade levels; (c) the effect of the social studies curriculum on modification of the social behavior of students; (d) the development of the critical thinking skills; (e) development of different mental and manipulative skills; and (f) achievement of a variety of skills and abilities.

Table 48 presents the frequency distribution of the teachers' and supervisors' responses. It indicates that teachers rated 54 items higher than 4.0, and supervisors rated 41 items higher than 4.0. In the range between 3.50 and 3.99, there were 41 items rated by teachers and 37 items rated by supervisors. Four items rated by teachers and 19 items rated by supervisors were in the range between 3.00 and 3.49. Teachers rated two items and supervisor rated four items below 3.0.

For percentages and standard deviations of each item, see Appendix B.

Table 48: Frequency of responses on Social Studies: Teachers and Supervisors

N = 101 Items

Mean	Teachers	Supervisors
< 4.0	54	41
3.5 - 3.99	41	37
3.0 - 3.49	4	19
> 3.0	2	4

Of the 101 items 84 percent were rated above 3.50 by the teachers and 77 percent were rated so by supervisors. Social Studies curriculum was found hardly integrated with Mathematics and English Language curricula, as indicated in Table 49. This attitude was shared by both teachers and

Table 49: Means of Items for Social Studies: Teachers and Supervisors

Item		Teach n=940	Super n=93
1	Long term goals considered in content of curriculum	3.78	4.21
2	Weekly hours sufficient to realize goals	3.43	3.69
3	Emphasis of historical issues of the Arab World	4.10	4.25
4	Encourages participation in extra curricular activities	3.33	3.21
5	Integration of Social Studies curriculum Graddes 1-3	3.72	4.07
6	Integration of Social Studies curriculum in three levels	3.71	4.07
7a	Integration of Social Studies and Islamic Education	4.06	4.14
7b	Integration of Social Studies and Arabic Language	3.69	3.43
7c	Integration of Social Studies and Science	3.85	3.71
7d	Integration of Social Studies and Mathematics	2.84	2.64
7e	Integration of Social Studies and English Language	2.11	1.57
8	Curriculum adopts logical thinking	3.67	3.85
9	Integration of practical and field work	3.73	3.23
10	Utilization of audio-visual aids	3.44	3.33
11a	Spiral curriculum design broadens the concept area	3.87	3.77
11b	Spiral curriculum design increases depth of knowledge	3.96	3.85
12a	Modify social behavior through co-operation	3.94	3.39
12b	Modify social behavior to faster belonging and loyalty	4.41	4.57
12c	Modify social behavior to faster patriotism	4.50	4.50
12d	Modify social behavior to exemplify ideal person	4.24	4.08
13a	Develop attitudes to suspend judgment	3.60	3.43
13b	Develop attitudes to test validity of information	3.71	3.08
13c	Develop attitudes to evaluate authenticity of sources	3.42	2.73
13d	Develop attitudes to gather information from sources	3.56	2.93
13e	Develop attitudes to understand scientific thinking	3.67	3.14
13f	Develop attitude to develop effective communication skills	3.57	3.29
14	Acceptability of separate geography, history, civic units	3.91	3.92
15a	Research methods to understand history	4.05	3.83
15b	Research methods and role of Arabs in culture enrichment	4.17	4.39
15c	Research methods and progress/development of Arab World	4.12	4.15
15d	Research methods and historical development of Oman	4.22	4.46
15e	Research methods and danger of Zionists	4.00	3.69
15f	Research methods and interest in current events	3.62	3.36
15g	Research methods and time and spatial relations	3.86	3.46
15h	Research methods and geography, sociology, economics	3.92	3.79
15i	Research methods and development and planning	3.78	3.86

16a	Interaction in the family to the world at large	4.02	4.08
16b	Interaction appropriate to students' level of development	3.72	3.62
16c	Intraction mutual to school, home, community	3.83	3.64
16d	Interaction in his environment in Oman	3.94	3.79
16e	Interaction with natural resources in Oman	4.33	4.31
16f	Interaction to protect environment against depletion	4.25	4.21
16g	Interaction of the natural phenomena	3.97	3.86
16h	Interaction with functions of government agencies	4.03	4.29
17a	Skills to read geographical maps	3.88	3.54
17b	Skills to read historical maps	3.72	3.17
17c	Skills to identify direections, scales, contours of maps	3.60	3.67
17d	Skills to comprehend information	3.64	3.58
17e	Skills to comprehend statistical data	3.67	3.39
17f	Skills to comprehend graphical representations	3.68	3.46
17g	Skills to utilize statistical data	3.55	3.36
17h	Skills to utilize graphic data	3.60	3.50
17i	Skills to read information on maps and globes	3.67	3.62
17j	Skills to identify, analyze, interpret maps and globes	3.62	3.71
17k	Skills to survey and judge social phenomena and issues	3.51	3.36
17l	Skills to implement attitudes related to objectives	3.61	3.29
	History Components At Preparatory Level:		
18	Emphasis of contributions of Ancient Arabic Nations	4.21	4.46
19	Emphasis of Islamic history in Grade 2	4.38	4.08
20	Emphasis of Islam in unity and strength of Arabs	4.33	4.08
21	Emphasis of historical roots of Arab unity	4.20	3.75
22a	Emphasis of Arab World, 16th to present century in Grade 3	4.27	4.33
22b	Emphasis on conquerors/relocation of Zionists in Grade 3	4.18	4.08
22c	Emphasis on rekindling Arabic movement in Grade 3	4.21	4.33
	Civic Education In Grade 1:		
23a	Emphasizes foundations of Omani society	4.38	4.31
23b	Identifies Omani natural resources	4.45	4.62
23c	Explains Oman's modern government	4.39	4.69
	Civic Education In Grade 2:		
24a	Emphasizes importance of family	4.46	4.54
24b	Emphasizes Oman's national achievements	4.52	4.62
24c	Emphasizes Oman's/Arabic/Islamic/Internationalachievements	4.41	4.69
	Civic Education In Grade 3:		
25a	Emphasizes importance of Arabic region	4.29	4.62
25b	Emphasizes geographical location of Sultanate	4.46	4.85
25c	Emphasizes importance of Arabic unity	4.32	4.31
25d	Emphasizes organization of the Arab League	4.40	4.23
25e	Emphasizes organization of United Nations	4.37	4.23
25f	Emphasizes organization of non-aligned countries	4.23	3.85
25g	Emphasizes organization of International Islamic League	4.12	3.77
	Geography Grade 1:		
26a	Presents earth within the solar system	4.05	4.07
26b	Presents earth's land masses within solar system	4.11	3.71
26c	Presents efficiency of the universe as a system	4.28	4.50
26d	Presents longitude and latitude in geographic location	3.95	3.71
26e	Presents importance of space travel to earth's geography	3.86	3.64
26f	Presents distribution of the earth's land and water	4.27	3.79
26g	Presents economic and strategic importance of seas	4.31	4.07
26h	Presents problems of water and air pollution	4.31	4.21
26i	Presents distribution of mountains and plains	4.17	3.64
26j	Presents formation of mountain ranges	3.97	3.43
26k	Presents valleys, agriculture, communication, population	4.12	3.79
26l	Presents Arab World and geographical unification	4.21	4.07
	Geography Grade 2:		
27a	Presents difference between weather and climate	4.19	4.21
27b	Presents measuring changes in climate	4.20	4.07
27c	Presents formation of minerals, rocks, soil	4.16	4.00
27d	Presents/utilizes school atlas as source of information	4.14	3.92
27e	Presents climate changes in Oman	4.12	3.93
27f	Presents rocks, soil, rivers in Arab World	4.11	4.00
	Geography In Grade 3:		
28a	Presents World population and distribution	4.26	3.86
28b	Presents economics on planning and development	4.22	3.93
28c	Presents economic concepts	4.29	3.57
28d	Presents development of agriculture in Oman	4.32	3.57
28e	Presents agricultural production/animal husbandry in Oman	4.27	3.86
28f	Presents Bedowin cultural difference	3.99	3.71
28g	Presents the Arab life, arts and customs in Oman	3.74	3.21

supervisors. The result of the responses was a mean of 2.84 for teachers and a mean of 2.64 for supervisors for integration of Social Studies and Mathematics (Item 7d). For the integration of Social Studies and English Language (Item 7e), the mean for teachers was 2.11 and the mean for supervisors was 1.57. The other subject matters seemed to have relatively high integration with the Social Studies curriculum.

There was a difference in opinion on the extent to which the Social Studies curriculum modifies the social behavior of the students during the three years of the preparatory level to achieve cooperation (item 12a). Teachers with a mean of 3.94 tended to have more positive attitude toward this item than supervisors with a mean of 3.39.

Teachers' means and supervisors' means differed at least .50 on several items. The items which pertain to the degree that the Omani Social Studies curriculum encourages students to develop attitudes and skills essential for critical thinking reflect this difference between the attitudes of the teachers and supervisors: (a) testing the validity and precision of information (Item 13b) means = 3.71 teachers, 3.08 supervisors; (b) evaluating the authenticity of sources of information (Item 13c) means = 3.42 teachers, 2.73 supervisors; (c) using more than one source to gather information (Item 13d) means = 3.56 teachers, 2.93 supervisors; (d) understanding the concept and practicing the methods of scientific thinking and research based on facts (Item 13e) means = 3.67 teachers, 3.14 supervisors.

Another item on which the teachers' and supervisors' means differed by at least .50 is the effective presentation of the process of formation of the major mountain ranges of the world in social studies curriculum for the first grade of the preparatory level (Item 26j). For Item 26j, the means were 3.97 for teachers and 3.43 for supervisors.

Two parts of Item 28 which investigated the effectiveness of the geography component of the third grade social studies curriculum resulted in teachers' and supervisors' means differing by .50. With a mean of 4.32 for teachers and a mean of 3.57 for supervisors, the teachers indicated more strongly their attitude that outlining the development of agriculture, the general specifics involved and the effects that agricultural problems have on the Arab World and Oman (Item 28d) is effectively presented by the geography component of the third grade social studies curriculum. Also presented effectively, according to the teachers with a mean of 3.74 is an understanding of the major features of the Arab society, its ways of life, the arts, and customs, in general and in Oman in particular (Item 28g). The supervisors had a mean of 3.21 for Item 28g.

For most items, the teachers' attitude is more positive than the supervisors' attitude. Furthermore, teachers have at least a .50 higher mean on 10 percent of all 101 items.

Table 50: Comparison of item responses on Social Studies: Teachers and Supervisors

Agreement on Item Numbers						
Mean = < 4.0			3.5 - 3.99		3.0 - 3.49	> 3.0
3	18	25a	7c	17h	4	7d
7a	19	25b	8	17i	10	7e
12b	20	25c	11a	17j		
12c	22a	25d	14	26a		
12d	22b	26a	15h	26d		
15b	22c	26c	15i	28f		
15c	23a	26g	16b			
15d	23b	26h	16c			
16a	23c	261	16d			
16e	24a	27a	16g			
16f	24b	27b	17a			
16h	24c	27c	17c			
		27f	17d			

Disagreement on Item Numbers

Mean = < 4.0		3.5 - 3.99		3.0 - 3.49		> 3.0	
T	S	T	S	T	S	T	S
1	15a	2	1	7b	2	13c	
5	15e	15a	5	9	13c	13d	
6	21	15e	6	12a			
	25f	21	7b	13a			
	25g	25f	9	13b			
	26b	25g	12a	13e			
	26f	26b	13a	13f			
	26i	26f	13b	15f			
	26k	26i	13d	15g			
	27d	26k	13e	17b			
	27e	27d	13f	17e			
	28a	27e	15f	17f			
	28b	28a	15g	17g			
	28c	28b	17b	17k			
	28d	28c	17e	171			
	28e	28d	17f	26j			
		28e	17g	28g			
			17k				
			171				
			26j				
			28g				

*T = Teachers
*S = Supervisors

English Language

The questionnaire which was used to examine the English Language currriculum content was comprised of 81 items which were administered to teachers and supervisors. It is possible to categorize the 81 items as eight major concerns: (a) consideration of long-term goals in designing the English Language curriculum at the preparatory level; (b) sufficiency of time for realizing the desired goals; (c) reflection of the Omani cultural orientation in the content of the English Language curriculum; (d) encouragement of students to engage in extracurricular activities (e) the integration of the English language curriculum with other subject matters or grade levels; (f) improvement of students' skills by means of the English Language curriculum; (g) the methodology of teaching the English Language curriculum; and (h) the emphasis and usefulness of the English Language curriculum.

Table 51 indicates that 12 items were rated above 4.0 by teachers and supervisors. It indicates that teachers rated 12 items higher than 4.0, and supervisors rated 9 items higher than 4.0. In the range between 3.50 and 3.99, there were 51 items rated by teachers and 42 items rated by supervisors. Teachers rated 18 items below 3.0, and supervisor rated 30 items below 3.0. Percentages and standard deviations of each the items are presented in Appendix B.

Table 51: Frequency of responses on English Language: Teachers and Supervisors

N = 81 Items

Mean	Teachers	Supervisors
< 4.0	12	9
3.5 - 3.99	31	26
3.0 - 3.49	20	16
> 3.0	18	30

A comparison of means of the teachers and supervisors is presented in Table 52. Several of the items were found to be rated high by both teachers and supervisors. This agreement was shared by teachers (mean = 4.03) and supervisors (mean = 3.81) that there was integration of the English Language curriculum in the elementary, preparatory and secondary schol levels (Item 5).

Table 52: Means of items for English Language: Teachers and Supervisors

Item		Teach n=940	Super n=93
1	Long term goals considered in content of curricculum	3.85	3.50
2	Class period sufficient to realize goals	3.74	3.33
3	Content reflects Omani cultural orientation	3.69	3.56
4	Encourge participation in extra curricular activities	3.00	2.75
5	Integration of English Language in three levels	4.03	3.81
6a	Integration of English Language and Arabic Language	2.67	1.94
6b	Integration of English Language and Science	2.91	2.69
6c	Integration of English Language and Social Studies	3.08	2.47
6d	Integration of English Language and Mathematics	3.08	2.47
6e	Integration of English Language and Islamic Education	1.96	1.31
7a	Increases knowledge of the world	3.47	3.40
7b	Provides oral and written communication skills	3.89	3.50
7c	Use English in formal and informal situations	3.65	3.38
7d	Motivates independent reading of English publications	3.27	2.87
8a	Drills and exercises for mastery of listening	4.23	4.13
8b	Drills and exercises for mastery of speaking	4.01	4.00
8c	Drills and exercises for mastery of reading	3.73	3.63
8d	Drills and exercises for mastery of writing	3.74	2.88
8e	Drills and exercises for comprehension	3.96	3.50
9a	Emphasize silent reading with comprehension	4.21	4.13
9b	Emphasize reading aloud with articulation and fluency	2.55	2.00
10	Emphasis on students speaking correctly and fluently	3.74	3.63
	Textbook:		
11	Student keeps textbook to review material	3.62	3.25
12	Usefulness of glossary w/no pronunciation guide of English	3.93	4.13
13	Usefulness of English/Arabic Dictionary to pronunciation	3.71	3.38
14	Usefulness and motivation factors of glossary games	3.84	3.63
15	Translation utilized in implementing Engish Language goals	2.81	2.56
16	Teacher utilization appropriate	4.29	3.60
17	Usefulness of students' spelling lists	3.78	3.69
18a	New vocabulary quantitatively sufficient	4.01	3.69
18b	New vocabulary too difficult for student	2.75	2.19
19	Usefulness of Teacher's book: planning, presentation	4.36	4.19
20a	Class cassettes provide good pronunciation models	4.42	4.19
20b	Class cassettes promotes listening comprehension	4.23	4.19
20c	Class cassettes aid in presenting difficult material	4.31	3.81
21a	Class cassettes introduce British pronunciation only	4.32	4.38
21b	Class cassettes introduce American pronunciation only	1.91	1.29
21c	Class cassettes introduce both Brit & Amer pronunciation	2.48	1.93
22	Encourage students to copy class cassettes	2.29	1.88
23	Utilization of films and video tapes	1.80	1.44
24a	Usefulness of Study Text to improve silent reading	3.92	3.69
24b	Usefulness of Study Text to provide contextual examples	3.82	3.88
24c	Usefulness of Study Text to increase vocabulary	3.96	3.73
24d	Usefulness of Study Text to provide controlled work	3.89	3.75
	Reading Text:		
25a	Simulates newspaper or magazine articles	3.56	3.56

25b	Promotes extracting factual information	3.76	3.56
26	Usefulness of Dialog Text in comprehension spoken English	3.95	3.94
27a	Implementation of revising tenses, verbs, adverb, etc.	3.68	3.25
27b	Implementation of imperative verbs, questions	3.78	3.63
27c	Implementation of recognition of clock time	3.90	3.94
27d	Implementation of giving direction or instruction sequence	3.71	4.00
28a	Enable student to instruct, direct, and accept invitation	3.74	3.94
28b	Enable student to relate past events	3.56	3.50
28c	Enable student to express greetings/congratulations	4.01	3.94
28d	Enable stdt to describe physical and facial characteristic	3.94	3.81
29a	Master skills of appropriate register in Oman situation	3.41	3.44
29b	Master skills of following and giving oral instructions	3.74	3.63
29c	Master skills of folowing and understanding conversation	3.58	3.38
29d	Master skills of conversation/interview	3.47	3.19
29e	Master skills to request orally information	3.48	3.13
29f	Master skills to describe objects, places, events	3.49	3.00
29g	Master skills to report incident, orally/written	3.30	2.81
29h	Master skills to explain process orally/written	3.14	2.38
29i	Master skills to give short public address	3.06	2.63
29j	Master skills to take notes in English or Arabic	2.80	2.38
29k	Master skills to provide oral/written summary	3.02	2.38
29l	Master skills of silent reading for study purposes	3.33	3.00
29m	Master skills to scan text for specific information	3.46	3.38
29n	Master skills to recognize development of argument	3.24	2.63
29o	Master skills to translate letters from Arabic to English	2.46	1.57
29p	Master skills to write formal and informal letters	2.68	2.50
30a	English for university study at the personal domain	3.53	3.44
30b	English for university study at the social domain	3.37	3.13
30c	English for university study at the national domain	3.29	3.19
30d	English for university study at the international domain	2.90	2.25
30e	English for university study at the scientific domain	2.74	2.40
30f	English for university study at the literary domain	2.96	2.60
30g	English for university study at the geo-political domain	2.44	1.87
31	Encourages creative thinking	3.17	2.69
32a	Encourages deductive reasoning	3.17	2.81
32b	Encourages inductive reasoning	3.03	2.63

Both teachers' and supervisors' responses resulted in a mean above 4.0 for two parts of Item 8 on the effectiveness of topics, drills, and exercises in promoting students' mastery. For mastery of listening skills (Item 8a), the responses resulted in a mean of 4.23 for teachers and a mean of 4.13 for supervisors. For mastery of speaking skills (Item 8b), the responses resulted in a mean of 4.01 for teachers and a mean of 4.00 for supervisors. Teachers with a mean of 4.21 and supervisors with a mean of 4.13 indicated even greater agreement that the English Language curriculum emphasized silent reading with comprehension (Item 9a).

The usefulness of the English glossary with an Arabic translation in the workbook (Item 12) was indicated by the teachers with a mean of 3.93 and the supervisors with a mean of 4.13. Utilization of the new vocabulary in the preparatory level at quantitatively sufficient levels for attaining the goals of the English Language curriculum (Item 18a) was indicated by means of 4.01 for teachers and 3.69 for supervisors. The teachers with a mean of 4.36 and supervisors with a mean of 4.19 indicated that the teacher's book is useful to a great extent as a teacher's guide for planning and presenting the course material (Item 19).

Usefulness was also the criterion applied to the course materials, especially class cassettes, along three avenues. In providing good pronunciation models (Item 20a), teachers with a mean of 4.42 and supervisors with a mean of 4.19 indicated that the cassettes were effective to a great extent. Teachers with a mean of 4.23 and supervisors with a mean of 4.19 indicated that the class cassettes were useful to a great extent in promoting and practicing listening comprehension (Item 21b). Class cassettes in presenting difficult materials, such as dialogues and songs, (Item 20c) were indicated to be useful by teachers with a mean of 4.31 and supervisors with a mean of 3.81. Teachers with a mean of 4.32 and supervisors with a mean of 4.38 indicated that the class cassettes introduced the students to British pronunciation only (Item 21a) to a greater extent than to American pronunciation only (Item 21b) or both American and British pronunciation (Item 21c).

Finally, the teachers with a mean of 3.71 and the supervisors with a mean of 4.00 indicated that the content of the English Language curriculum succeeded in implementing its structural aim of giving directions or instructions in sequence (Item 27d).

Some of the lowest means were a result of the responses given by the teachers and supervisors to integration of the English Language curriculum with other subject matters. There is at sometimes integration between the English Language curriculum and the Social Studies curriculum (Item 6c) as indicated by the teachers' mean of 3.08 and the supervisors' mean of 2.47. In contrast, there is almost rarely any integration of the English Language curriculum and the Islamic Education curriculum (Item 6e) as indicated by the teachers' mean of 1.96 and the supervisors' mean of 1.31.

Teachers with a higher mean of 3.74 than the 2.88 of the supervisors indicated that the English Language curriculum promotes students' mastery of writing skills (Item 8d). In addition, teachers also had higher ratings at least by .50 than supervbisors on other items. Teachers with a mean of 2.55 had hgher rating than supervisors with a mean of 2.00, even though both were low on the emphasis of the English Language curriculum on reading aloud with perfect articulation and fluency (Item 9b). In a more positive indication, teachers with a mean of 4.29 and supervisors with a mean 3.60 responded that the teacher utilizes appropriate pronunciation (Item 16) in implementing the goals of the English Language curriculum.

Low means were reported for both teachers and supervisors in the effectivenss of the content of the English curriculum to enable the students to master the skills of reporting an incident or discussion orally and in writing (Item 29g); explaining a process or procedure orally and in writing (Item 29h); giving a short public address welcoming a visitor, introducing a speaker, or expressing gratitude (Item 29i); taking notes in English or Arabic on what has been heard or read (Item 29j); and providing an oral or written summary of what has been heard or read (Item 21k). For all these items, supervisors had means below 3.0 while teachers had means close to or below 3.0. Teachers and supervisors agreed that preparatory level of the English Language curriculum does not cover the specialized vocabulary and topics to prepare students for university study where the language of instruction will be in English (Item 30 in its totality) even though teachers had slightly higher means than supervisors.

In general, teachers tended to rate items higher than supervisors rated the items. Both the teachers and supervisors agreed that the English Language curriculum did not integrate with other subject matters.

Table 53: Comparison of item responses on English Language: Teachers and Supervisors

Agreement on Item Numbers

Mean = < 4.0	3.5 - 3.99	3.0 - 3.49	> 3.0
8a	1	7a	6a
8b	3	29b	6b
9a	7b	29d	6d
19	8c	29e	6e
20a	8e	29f	9b
20b	10	29l	15
21a	14	29m	18b
	17	30b	21b
	24a	30d	21c
	24b		22
	24c		23
	24d		29j
	25a		29o
	25b		29p
	26		38d
	27b		38e
	27c		38f
	28a		38g
	28b		

Disagreement on Item Numbers

Mean = < 4.0		3.5 - 3.99		3.0 - 3.49		> 3.0	
T	S	T	S	T	S	T	S
12	5	5	2	2	4	4	
	16	16	7c	7c	6c	6c	
	18a	18a	8d	11	7d	7d	
	20c	20c	11	13	29g	8d	
	28c	28c	12	27a	29h	29g	
			13	29c	29i	29h	
			27a		29k	29i	
			27d		29n	29k	
					31	29n	
					32a	31	
					32b	32a	

*T = Teachers
*S = Supervisors

Parent Opinion Survey

All respondents to the parent opinion survey were men, 85 percent of them were Omani. Approximately 25 percent of them were university or college graduates, 22 percent had attended secondary school but had not graduated, 23 percent had either finished or attended but not finished the preparatory school, and 19 percent can read and write, but do not have a certificate.

About 15 percent of the respondents lived in each of the following school districts: Capital, Batina, Dkhiliyah, Wosta, and Al Janoubiyah. Over one-half, 52 percent, of the respondents have only one child, 19 percent have two children, and 13 percent have no child registered in the preparatory school. A vast majority of the children, 73 percent, were in the second and third grades.
Three-quarters responses from the parents indicated that they did not have children who finished preparatory school prior to 1978, and the same ratio of the parents knew about the new Omani curriculum.

In general, the parents did not feel their child/children had any difficulties with the new Science (Item 1d), Mathematics (Item 1e), and English Language (Item 1f) curricula. However, about 50 percent of the parents thought that their child/children frequently had difficulties with the new Islamic Education (Item 1a), Arabic Language (Item 1b), and Social Studies (Item 1c) curricula. Most parents, 60 percent, at least sometimes thought their child/children had enough homework (Item 2). One-half (50 percent) of the parents frequently or even mostly thought that their child/children had encountered difficulties at least frequently in their homework assignment. This was especially so in homework assignments pertaining to Islamic Education (Item 3a), Arabic Language (Item 3b), and Social Studies (Item 3c). Parents also felt that there too many assignments and that the assignments were difficulty for the children to do on their own (Item 4b). Approximately one-half, 51 percent, of the parents indicated that their child/children either sometimes or rarely spent time studying the subject matter taught that day (Item 5). About 47 percent of the parents answered frequently that their child/children frequently spent time in playing outside the house with friends (Item 6f). Another 32 percent of the parents indicated that their child/children spent watching television and listening to the radio (Item 6e). The least frequently pursued activity was studying the materials that were covered that day in school (Item 6b).

About 60 percent of the parents rarely or never read their child's/children's Islamic Education textbooks (Item 7a), and 47 percent of the parents rarely or never read their child's/children's Arabic language textbooks (Item 7b). Most parents tended to read the science (Item 7d) and mathematics (Item 7e) textbooks with approximately 70 percent of the parents read them sometimes or most of the times. Approximately 60 percent of the parents read the English language (Item 7f) in the same manner. Approximately 77 percent of the parents thought the textbooks were not well designed and printed, 64 percent of the parents thought the textbooks were not attractive and interesting, and 54 percent thought the textbooks were not appropriate for their child's/children's age (Item 8).

In regards to the content of the textbooks, 60 percent of the parents indicated that they thought the textbooks were rarely or never well presented and easy to understand (Item 9a) and about 54 percent of the parents indicated that they thought the textbooks were rarely or never supported with illustrations and pictures to make the content easy to follow (Item 9b). Parents also pointed out that the textbooks were rarely or never written in a manner that made them easy for the child/children to read and understand (Item 9c) or direct and to the point (Item 9d). Over half of the parents felt that the content of the textbooks did not suit the abilities of their child/children, either to stimulate their interest (Item 9e) or to encourage the children to read (Item 9f). Over 70 percent of the parents rarely or never encourage their child/children to tell them about what goes on in school (Item 10). About 50 percent of the parents thought that their child/children rarely or never talked about the new Omani curriculum enthusiastically. About 67 percent of the parents thought that their child/children sometimes or mostly talked about the new curriculum negatively (Item 11b).

From the point of view of the parents, 65 percent responded that their child/children rarely or never like the materials included in their text books (Item 12a) and 56 percent thought that the activities that the child/children do did not relate to the subject matter that they were studying at school (Item 12b). Almost 65 percent of the parents thought that their child/children rarely or never were encouraged by the curriculum to apply what they had learned at school to everyday activities outside of school (Item 13.) About 72 percent of the parents thought that the Omani curriculum rarely or never allowed their child/children to grow intellectually from one year to the next (Item 14). Parents rarely or never assessed their child's/childrens progress by either grade report (Item 15a) or meeting with teachers (Item 15b). About 66 percent of the parents felt that the child's/children's behavior rarely or never improved as the result of applying the new curriculum in interactions with various family members (Item 16a), friends in the community (Item 16b), or teachers (Item 16c). A vast majority of the parents thought the Omani curriculum is not suitable to educate their child/children in Islamic values (Item 17a), the Arabic culture (Item 17b), Omani heritage (Item 17c), and modern science and technology (Item 17d).

Overall, parents tended to have a very negative attitude toward the new curriculum, especially in Islamic Education, Arabic Language, and Social Science.

III. PARAMETRIC ANALYSIS

Parametric statistical analyses were used to assess whether the responses given by teachers, supervisors, and administrators differed as a function of their (a) demographic (gender, nationality, or district of employment) and academic (teaching experience, educational preparation, amount of in-service training, location of in-service training, or workshop attendance) background, (b) attitude toward the five educational issues identified in the factor analysis of Part I Section B (Opinion Survey), and (c) academic position as either a teacher, supervisor, or administrator.

The effect of each independent variable on teacher, supervisor, and/or administrator response to each part and sections of the questionnaire described below was determined by t-test, if the independent variable was dichotomous (e.g., gender) or by one-way ANOVA, if the independent variable was multichotomous (e.g., amount of in-service training). A Scheffe pairwise comparison of the group means was used (at $p < 0.05$) whenever a significant one-way ANOVA was obtained in order to detemine if the significant difference could be isolated to two or more specific groups within the independent variable.

The structure in which the results will be presented follow earlier descriptions of the data. First, the following sections describe the effect of each independent variable on the dependent variables generated from questionnaire sections that assess Omani Educational (a) Theory (Part I Section C: Omani educational Objectives); (b) Process and Practice (Part II Section B: 'Classroom Activities: Methods of Instruction and Student Assessment); and (c) Resources (Part II Sections C - D: Human and Physical Resources, Textbooks, and the Teacher's Manual, respectively). Next, the effect of the same independent variables on the dependent variables generated from the questionnaire sections on the specific Curriculum Content of the six subject matter areas (Part II Section A, Part 1: Development of the Curriculum Content and Part II Section A, Part 2: Curriculum Content) are described.

A. THEORY, PROCESS, AND PRACTICE

1. Parametric Analysis of the Demographic and Academic Variables

a. Gender

The results obtained from all statistical analyses of teacher response by gender to Omani educational objective items are reported in Table 54 by subject matter taught. No statistically significant differences in response to these items were found between male and female teachers of islamic education [t(135) = 0.32, p = 0.75], Arabic language [t(181) = 0.08, p = 0.94]; science [t(134) = -1.14, p = 0.26]; social studies [t(143) = 0.44, p = 0.66], and English language [t(157) = -0.07, p = 0.94]. Male and female mathematics teachers, on the other hand, gave statistically different responses to the Omani educational objective items [t(157) = -2.08, p = 0.04], such that male mathematics teachers (mean = 3.53) reported less agreement with these items than female mathematics teachers (mean = 3.77).

Table 54: Teacher response by gender to items on Omani Educational Objectives

	Gender				
Subject Taught	Male mean+	Female mean+	t	df	p
Islamic Education	4.19 (94)	4.15 (43)	0.32	135	0.75
Arabic Language	4.06 (129)	4.05 (54)	0.08	181	0.94
Mathematics	3.53 (109)	3.77 (50)	-2.08	157	0.04*
Science	3.80 (98)	3.93 (38)	-1.14	134	0.26
Social Studies	4.00 (101)	3.96 (44)	0.44	143	0.66
English Language	3.61 (107)	3.61 (52)	-0.07	157	0.94

+ Number of subjects reported in parentheses below the mean.
* Significant difference

The statistical analysis of supervisor response by gender to Omani educational objective items is reported in Table 55. No statistically significant difference in response to these items was found between male and female supervisors [t(88) = -0.61, p = 0.54].

Table 55: Supervisor response by gender to items on Omani Educational Objectives

Gender				
Male mean+	Female mean+	t	df	p
3.70 (84)	3.88 (6)	-0.61	88	0.54

+ Number of subjects reported in parentheses below the mean.

The statistical analysis of administrator response by gender to Omani educational objective items is reported in Table 56. No statistically significant difference in response to these items was found between male and female administrators [t(155) = 0.33, p = 0.74].

Table 56: Administrator response by gender to items on Omani Educational Objectives

Gender				
Male mean⁺	Female mean⁺	t	df	p
4.05 (123)	4.01 (34)	0.33	155	0.74

⁺ Number of subjects reported in parentheses below the mean.

2. Process and Practice

All statistical analyses of teacher response by gender to classroom activity items (methods of instruction and student assessment) are reported in Table 57 by subject matter taught. No statistically significant differences in response to these items were found between male and female teachers of any subject matter area: Islamic education [t(135) = -0.06, p = 0.95]; Arabic language [t(179) = -0.25, p = 0.80]; mathematics [t(157) = -1.49, p = 0.14]; science [t(134) = -1.18, p = 0.24]; social studies [t(143) = -0.29, p = 0.77]; and English language [t(154) = 0.12, p = 0.90].

Table 57: Teacher response by gender to items on methods of instruction and student assessment

Subject Taught	Gender Male mean+	 Female mean+	t	df	p
Islamic Education	4.00 (94)	4.01 (43)	-0.06	135	0.95
Arabic Language	3.85 (128)	3.87 (53)	-0.25	179	0.80
Mathematics	3.56 (109)	3.69 (50)	-1.49	157	0.14
Science	3.74 (98)	3.84 (38)	-1.18	134	0.24
Social Studies	3.72 (101)	3.75 (44)	-0.29	143	0.77
English Language	3.49 (106)	3.48 (50)	0.12	154	0.90

+ Number of subjects reported in parentheses below the mean.

The statistical analysis of supervisor response by gender to classroom activity items (methods of instruction and student assessment) is reported in Table 58. No statistically significant difference in response to classroom activity items was found between male and female supervisors [t(88) = -0.84, p = 0.40].

Table 58: Supervisor response by gender to items on methods of instruction and student assessment

Gender Male mean+	 Female mean+	t	df	p
3.56 (84)	3.75 (6)	-0.84	88	0.40

+ Number of subjects reported in parentheses below the mean.

The statistical analysis of administrator response by gender to classroom activity items (methods of instruction and student assessment) is reported in Table 59. Like supervisors, no statistically significant difference in response to these items was found between male and female administrators [t(155) = -0.83, p = 0.41].

Table 59: Administrator response by gender to items on methods of instruction and student assessment

Gender				
Male mean+	Female mean+	t	df	p
3.80 (123)	3.89 (34)	-0.83	155	0.41

+ Number of subjects reported in parentheses below the mean.

3. Resources

Reported in Table 60, are all statistical comparisons of male and female teacher response, by subject matter taught, to the items within each of the three questionnaire sections addressing Resources. Gender did not statistically differentiate the responses given by teachers, of any subject matter area, to Resource items on human and physical resources (staff, equipment, materials, and facilities), textbooks, and the teacher's manual (see Table 60).

Table 60: Teacher response by gender to items on resource availability and quality

	Gender				
Subject Taught	Male mean⁺	Female mean⁺	t	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Material					
Islamic Education	3.42 (86)	3.54 (43)	-0.86	127	0.39
Arabic Language	3.31 (128)	3.39 (53)	-0.06	179	0.55
Mathematics	2.83 (106)	2.86 (50)	-0.22	154	0.83
Science	3.18 (98)	3.05 (38)	1.18	134	0.2[illegible]
Social Studies	2.94 (101)	2.95 (44)	-0.12	143	0.91
English Language	3.45 (106)	3.48 (49)	-0.37	153	0.71
Textbooks					
Islamic Education	3.99 (85)	3.96 (43)	0.22	126	0.82
Arabic Language	3.76 (118)	3.76 (52)	0.08	168	0.94
Mathematics	3.40 (105)	3.37 (49)	0.25	152	0.80
Science	3.63 (98)	3.58 (38)	0.49	134	0.62
Social Studies	3.73 (100)	3.65 (44)	0.71	142	0.48
English Language	3.84 (106)	3.87 (48)	-0.30	152	0.76
Teacher's Manual					
Islamic Education	3.81 (84)	3.81 (43)	0.02	125	0.98
Arabic Language	3.76 (116)	3.72 (54)	0.44	168	0.66
Mathematics	3.29 (106)	3.32 (50)	-0.25	154	0.80
Science	3.54 (98)	3.46 (38)	0.76	134	0.45
Social Studies	3.65 (96)	3.48 (44)	1.80	138	0.07
English Language	3.73 (103)	3.78 (45)	-0.56	146	0.58

⁺ Number of subjects reported in parentheses below the mean.

The mean responses given by male and female supervisors to each of the three questionnaire sections addressing Resources are reported in Table 61, along with results of the statistical analyses. No statistically significant differences were found between male and female supervisor responses toward Resource items on human and physical resources items [t(87) = 0.13, p = 0.89], textbooks items [t(87) = -0.36, p = 0.72], or the teacher's manual items [t(87) = -0.87, p = 0.39].

Table 61: Supervisor response by gender to items on resource availability and quality

Gender				
Male mean+	Female mean+	t	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Material				
3.28 (83)	3.24 (6)	0.13	87	0.89
Textbooks				
3.75 (83)	3.84 (6)	-0.36	87	0.72
Teacher's Manual				
3.49 (83)	3.69 (6)	-0.87	87	0.39

+ Number of subjects reported in parentheses below the mean.

The mean responses given by male and female administrators to each of the three questionnaire sections addressing Resources are reported in Table 62, along with results of the statistical analyses. Like supervisors, male and female administrators did not give statistically different responses to Resource items on human and physical resources [t(155) = - 0.61, p = 0.55], textbooks [t(155) = -1.08, p = 0.28], or the teacher's manual [t(153) = -0.05, p = 0.96].

Table 62: Administrator response by gender to items on resource availability and quality

Gender				
Male mean+	Female mean+	t	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Material				
3.23 (123)	3.31 (34)	-0.61	155	0.55
Textbooks				
3.80 (123)	3.94 (34)	-1.08	155	0.28
Teacher's Manual				
3.74 (121)	3.74 (34)	-0.05	153	0.96

+ Number of subjects reported in parentheses below the mean.

b. Nationality

1. Theory

The results obtained from all statistical analyses of teacher response to Omani educational objective items by nationality are reported in Table 63 by subject matter taught.

The response given to Omani educational objective items by Arabic language teachers differed statistically as a function of nationality [t(157) = -2.08, p = 0.04], such that Arabic language teachers of Omani nationality (mean = 3.67) reported less agreement with these items than Arabic language teachers of non-Omani nationality (mean = 4.07). No statistically significant differences in response to these items were found between Omani and non-Omani teachers of Islamic education [t(126) = -0.22, p = 0.83], mathematics [t(148) = -0.82, p 0.41], science [t(131) = 0.70, p = 0.48], social studies [t(142) = -0.69, p = 0.49], and English studies [t(157) = -0.84, p = 0.40].

Table 63: Teacher response by nationality to items on Omani Educational Objectives

	Nationality				
Subject Taught	Omani mean+	non-Omani mean+	t	df	p
Islamic Education	4.13 (20)	4.16 (108)	-0.22	126	0.83
Arabic Language	3.67 (11)	4.07 (167)	-2.05	176	0.04*
Mathematics	3.38 (6)	3.61 (144)	-0.82	148	0.41
Science	4.05 (4)	3.85 (129)	0.70	131	0.48
Social Studies	3.91 (19)	4.00 (125)	-0.69	142	0.80
English Language	3.50 (15)	3.64 (144)	-0.84	157	0.40

+ Number of subjects reported in parentheses below the mean.
* significant difference

The statistical analysis of supervisor response to Omani educational objective items by nationality is reported in Table 64. No statistically significant difference in response to these items was found between Omani and non-Omani supervisors [t(88) = 0.82, p = 0.42].

Table 64: Supervisor response by nationality to items on Omani Educational Objectives

Nationality				
Omani mean+	non-Omani mean+	t	df	p
3.83 (17)	3.68 (73)	0.82	88	0.42

+ Number of subjects reported in parentheses below the mean.

The statistical analysis of administrator response to Omani educational objective items by nationality is reported in Table 65. Like supervisors, no statistically significant difference in response to these items was found as a function of nationality [t(156) = -0.28, p = 0.78].

Table 65: Administrator response by nationality to items on Omani Educational Objectives

Nationality				
Omani mean+	non-Omani mean+	t	df	p
4.03 (67)	4.05 (91)	-0.28	156	0.78

+ Number of subjects reported in parentheses below the mean.

2. Process and Practice

All statistical analyses of Omani and non-Omani teacher response to classroom activity items (methods of instruction and student assessment) are reported in Table 66 by subject matter taught. No statistically significant differences in response to these items were found between Omani and non-Omani teachers of any subject matter area: Islamic education [t(126) = -1.49 p = 0.14]; Arabic language [t(174) = -0.34, p = 0.74]; mathematics [t(148) = -0.84, p = 0.40]; science [t(131) = 0.23, p = 0.82]; social studies [t(142) = -1.28, p = 0.20]; and English language [t(154) = 0.25, p = 0.81].

Table 66: Teacher response by nationality to items on methods of instruction and student assessment

	Nationality				
Subject Taught	Omani mean+	non-Omani mean+	t	df	p
Islamic Education	3.84 (20)	4.02 (108)	-1.49	126	0.14
Arabic Language	3.80 (11)	3.85 (165)	-0.34	174	0.74
Mathematics	3.44 (6)	3.62 (144)	-0.84	148	0.40
Science	3.83 (4)	3.78 (129)	0.23	131	0.82
Social Studies	3.59 (19)	3.75 (125)	-1.28	142	0.20
English Language	3.53 (15)	3.50 (141)	0.25	154	0.81

+ Number of subjects reported in parentheses below the mean.

The statistical analysis of Omani and non-Omani supervisor response to classroom activity items (methods of instruction and student assessment) is reported in Table 67. Like teachers, no statistically significant difference in response to these items was found between Omani and non-Omani supervisors [t(88) = 1.14, p = 0.26].

Table 67: Supervisor response by nationality to items on methods of instruction and student assessment

Nationality				
Omani mean⁺	non-Omani mean⁺	t	df	p
3.71 (17)	3.55 (73)	1.14	88	0.26

⁺ Number of subjects reported in parentheses below the mean.

The statistical analysis of administrator response to classroom activity items (methods of instruction and student assessment) by nationality are reported in Table 68. Like teachers and supervisors, no statistically significant difference in response to classroom activity items was found between Omani and non-Omani administrators [t(156) = -0.03, p = 0.97].

Table 68: Administrator response by nationality to items on methods of instruction and student assessment

Nationality				
Omani mean⁺	non-Omani mean⁺	t	df	p
3.81 (67)	3.81 (91)	-0.03	156	0.97

⁺ Number of subjects reported in parentheses below the mean.

3. Resources

Reported in Table 69, by subject matter taught, are all statistical comparisons of the responses given by Omani and

Table 69: Teacher response by nationality to items on resource availability and quality

	Nationality				
Subject Taught	Omani mean[+]	non-Omani mean[+]	t	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials					
Islamic Education	3.14 (16)	3.48 (104)	-1.74	118	0.08
Arabic Language	3.75 (11)	3.29 (165)	1.84	174	0.07
Mathematics	2.23 (4)	2.87 (143)	-1.92	145	0.06
Science	3.11 (4)	3.14 (129)	-0.08	131	0.94
Social Studies	2.92 (19)	2.95 (125)	-0.18	142	0.85
English Language	3.34 (15)	3.48 (140)	-0.84	153	0.40
Textbooks					
Islamic Education	4.11 (15)	3.92 (104)	0.99	117	0.32
Arabic Language[1]	3.00 (1)	3.75 (165)			
Mathematics	2.87 (4)	3.42 (142)	-1.62	144	0.11
Science	3.64 (4)	3.62 (129)	0.06	131	0.95
Social Studies	3.87 (19)	3.69 (124)	1.20	141	0.23
English Language	3.75 (13)	3.97 (139)	-0.70	150	0.49
Teacher's Manual					
Islamic Education	3.90 (15)	3.76 (103)	0.78	116	0.44
Arabic Language[1]	3.20 (1)	3.74 (164)			
Mathematics	3.33 (5)	3.33 (142)	0.02	145	0.98
Science	3.28 (4)	3.52 (129)	-0.86	131	0.39
Social Studies	3.54 (17)	3.62 (122)	-0.60	137	0.55
English Language	3.79 (12)	3.75 (134)	0.28	144	0.78

[+] Number of subjects reported in parentheses below the mean.
[1] Too few teachers of Omani nationality responded to complete a statistical comparison.

non-Omani teachers to each of the three questionnaire sections addressing Resources. Nationality did not statistically differentiate the responses given by teachers, of any subject matter area, to any Resource items (see Table 69). The reader should note that only one Omani Arabic language teacher responded to the Resources questionnaire on textbooks and the teacher's manual. Consequently, the statistical analysis of the overall Arabic language teachers' responses by nationality to these questionnaire items was not possible.

The mean responses given by Omani and non-Omani supervisors to each of the three questionnaire sections addressing Resources are reported in Table 70, along with results of the statistical analyses. The responses given to

Table 70: Supervisor response by nationality to items on availability and quality

Nationality				
Omani mean+	non-Omani mean+	t	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials				
3.31 (16)	3.26 (73)	0.29	87	0.77
Textbooks				
3.87 (16)	3.75 (73)	0.79	87	0.43
Teacher's Manual				
3.56 (16)	3.50 (73)	0.45	87	0.65

+ Number of subjects reported in parentheses below the mean.

each of the three questionnaire sections by Omani and non-Omani supervisors did not differ statistically: human and physical resources items [t(87) = 0.29, p = 0.77], textbooks items [t(87) =0.79, p = 0.43], or the teacher's manual items [t(87) = 0.45, p = 0.65].

The mean responses given by Omani and non-Omani administrators to each of the three questionnaire sections addressing Resources are reported in Table 71, along with results of the statistical analyses. Like supervisors, no statistically significant differences were found between the responses given by Omani and non-Omani administrators to the Resource items on human and physical resources [t(156) = -1.41, p = 0.16], textbooks [t(156) = -0.35, p = 0.72], or the teacher's manual [t(154) = -0.13, p = 0.90].

Table 71: Administrator response by nationality to items on resource availability and quality

Nationality				
Omani mean[+]	non-Omani mean[+]	t	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials				
3.17 (67)	3.32 (91)	-1.41	156	0.16
Textbooks				
3.81 (67)	3.85 (91)	-0.35	156	0.72
Teacher's Manual				
3.73 (67)	3.74 (89)	-0.13	154	0.90

[+] Number of subjects reported in parentheses below the mean.

c. District of Employment

1. Theory

The mean responses given to Omani educational objective items by teachers from each of the nine districts are reported in Table 72 by subject matter taught. Also included in Table 72 are the results obtained from the statistical analyses of teacher responses, within each subject matter area and as a function of district of employment.

Statistically significant differences in response to Omani educational objective items as a function of district of employment were found among teachers of Arabic language [$F(8,179) = 3.05$, $p < 0.01$], mathematics [$F(8,155) = 2.48$, $p = 0.02$], science [$F(8,129) = 2.57$, $p = 0.01$], and English language [$F(8,154) = 11.53$, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probes for specific differences between districts isolated significant differences (at $p < 0.05$) among English language teachers only. Specifically, English language teachers from the district of Janoubiyah (mean = 2.02) reported less agreement with Omani educational objective items than English language teachers from any other district. In districts other than Janoubiyah, the mean response given by English language teachers fell between 3.64 (Capital) and 4.21 (Musandam), indicating far greater agreement with these Theory issues than that given by English language teachers from Janoubiyah.

No statistically significant differences as a function of district of employment were found among teachers of Islamic education [F(8,131) < 1] and social studies [F(8,136) = 1.54, p = 0.15].

Table 72: Teacher response by district of employment to items on Omani Educational Objectives

	District											
Subject Taught	Cap mean⁺	Bat mean⁺	Rous mean⁺	Dak mean⁺	Dhah mean⁺	Shar mean⁺	Wous mean⁺	Jan mean⁺	Mus mean⁺	F	df	p
Islamic Education	4.31 (20)	4.07 (25)	4.34 (12)	4.23 (21)	4.12 (10)	4.01 (19)	4.04 (11)	4.35 (10)	4.29 (4)	< 1	8,131	
Arabic Language	3.91 (27)	4.22 (31)	4.16 (17)	3.77 (17)	3.92 (13)	3.63 (15)	4.34 (29)	4.12 (29)	4.20 (10)	3.05	8,179	< 0.01˚
Mathematics,	3.60 (25)	3.66 (30)	3.76 (13)	3.71 (22)	2.99 (12)	3.94 (14)	3.73 (21)	3.61 (20)	3.15 (7)	2.40	8,155	0.02˚
Science	3.70 (25)	3.59 (10)	3.62 (12)	4.07 (17)	3.54 (13)	3.02 (12)	3.03 (10)	4.13 (25)	4.17 (6)	2.57	8,129	0.01˚
Social Studies	3.77 (20)	4.17 (30)	4.20 (20)	3.93 (8)	3.03 (10)	3.94 (16)	4.09 (12)	3.06 (23)	3.91 (6)	1.54	8,136	0.15
English Language	3.64 (19)	3.65 (35)	3.60 (19)	3.72 (25)	3.70 (13)	3.66 (10)	3.05 (20)	2.02 (9)	4.21 (5)	11.53	8,154	< 0.01ᴮ

Key: Cap = Capital; Bat = Batinah; Rous = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Woustaj Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam
⁺ Number of subjects reported in parentheses below the mean.
^ Scheffe pairwise comparison of the group means found: ˚ no two groups differed significantly; ᴮ teachers from Janoubiyah differed significantly from teachers from all other districts.

The statistical analysis of supervisor response to Omani educational objective items by district of employment is reported in Table 73. No statistically significant difference in response toward these items was found between supervisors from each of the nine districts [F(8,74) = 1.51, p = 0.17].

Table 73: Supervisor response by district of employment to items on Omani Educational Objectives

District											
Cap mean⁺	Bat mean⁺	Rous mean⁺	Dak mean⁺	Dhah mean⁺	Shar mean⁺	Wous mean⁺	Jan mean⁺	Mus mean⁺	F	df	p
3.34 (19)	4.00 (8)	3.05 (5)	3.04 (12)	3.76 (8)	4.03 (8)	3.99 (9)	3.53 (8)	3.70 (6)	1.51	8,74	0.17

Key: Cap = Capital; Bat = Batinah; Rous = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Woustaj Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam
⁺ Number of subjects reported in parentheses below the mean.

The statistical analysis of administrator response by district of employment to Omani educational objective items is reported in Table 74. Like supervisors, no statistically significant difference in response toward these items was found between administrators from each of the nine districts [F(8,153) = 1.31, p = 0.24].

Table 74: Administrator response by district of employment to items on Omani Educational Objectives

District											
Cap mean†	Bat mean†	Rows mean†	Dak mean†	Dhah mean†	Shar mean†	Wous mean†	Jan mean†	Mus mean†	F	df	p
3.89 (21)	4.05 (25)	4.08 (15)	3.99 (18)	3.82 (14)	3.95 (19)	4.23 (24)	4.11 (17)	4.31 (9)	1.31	8,153	0.24

Key: Cap = Capital; Bat = Batinah; Rows = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam

† Number of subjects reported in parentheses below the mean.

2. Process and Practice

Listed in Table 75, by subject matter taught, are the mean responses and statistical comparisons of the mean responses given to classroom activity items (staff, equipment, materials, and facilities) by teachers from each district.

Statistically significant differences in response to these items as a function of district of employment were found among teachers of Arabic language [F(8,178) = 4.26, p < 0.01], mathematics [F(8,155) = 3.86, p < 0.01], science [F(8,129) = 2.80, p < 0.01], social studies [F(8,136) = 4.15, p < 0.01], and English language [F(8,151) = 6.68, p < 0.01]. The post-hoc Scheffe pairwise comparison probe for specific differences between district isolated significant differences (at $p < 0.05$) among Arabic language teachers, mathematics teachers, social studies teachers and English language teachers. These significant differences are reported below by subject matter taught.

a. Arabic language teachers from Dakhilyah (mean = 3.45) and Sharqiyah (mean = 3.55) reported significantly less agreement with classroom activity items than Arabic language teachers from Wosta (mean = 4.24). The mean response given to these items by Arabic language teachers from all other districts fell intermediate to, but not statistically different from Dakhilyah, Sharqiyah, or Wosta.

b. Mathematics teachers from Dhahirah (mean = 2.91) reported significantly less agreement with classroom activity items than mathematics teachers from Sharqiyah (mean = 3.90), Dakhilyah (mean = 3.70), Wosta (mean = 3.70), Batinah (mean = 3.67), and Capital (mean = 3.62). The mean response given to these items by Arabic language teachers from Roustaq, Janoubiyah, and Musandam fell intermediate to, but not statistically different from the mean response given by any other district.

c. Social studies teachers from Janoubiyah (mean = 3.45) reported significantly less agreement with classroom activity items than social studies teachers from Roustaq (mean = 4.03). The mean response given to these items by social studies teachers from all other districts fell intermediate to, but not statistically different from Janoubiyah or Roustaq.

d. English language teachers from Janoubiyah (mean = 2.53) reported significantly less agreement with classroom activity items than English language teachers from Musandam (mean = 3.85), Sharqiyah (mean = 3.71), Wosta (mean = 3.65), Dakhilyah (mean = 3.55), Batinah (mean = 3.54), Capital (mean 3.54), and Roustaq (mean = 3.41). The mean response given to these items by English language teachers from Dhahirah did not differ significantly from the mean response given by any other district.

No statistically significant differences in response to classroom activity items were found as a function of district of employment among teachers of Islamic education [F(8,131) < 1].

Table 75: Teacher response by district of employment to items on methods of instruction and student assessment

	District											
Subject Taught	Cap mean†	Bat mean†	Rows mean†	Dak mean†	Dhah mean†	Shar mean†	Wous mean†	Jan mean†	Mus mean†	F	df	p
Islamic Education	4.00 (20)	4.03 (25)	4.04 (12)	4.02 (21)	4.06 (10)	3.90 (19)	4.02 (11)	3.94 (10)	4.17 (4)	< 1	8,131	
Arabic Language	3.01 (20)	3.96 (31)	3.07 (17)	3.45 (17)	3.75 (12)	3.55 (15)	4.24 (20)	3.90 (29)	4.04 (10)	4.26	8,176	< 0.01*
Mathematics	3.62 (25)	3.47 (30)	3.61 (13)	3.70 (22)	2.91 (12)	3.90 (14)	3.70 (21)	3.54 (20)	3.50 (7)	3.06	8,155	< 0.01**
Science	3.60 (25)	3.69 (10)	3.55 (12)	4.03 (17)	3.70 (13)	3.60 (12)	3.62 (10)	3.90 (25)	4.20 (6)	2.00	8,129	< 0.01°
Social Studies	3.62 (20)	3.05 (30)	4.03 (20)	4.00 (8)	3.41 (10)	3.60 (16)	3.72 (12)	3.45 (23)	3.65 (6)	4.15	8,136	< 0.01***
English Language	3.54 (19)	3.54 (35)	3.41 (19)	3.55 (25)	3.29 (13)	3.71 (17)	3.65 (10)	2.53 (9)	3.05 (5)	6.60	8,151	< 0.01****

Key: Cap = Capital; Bat = Batinah; Rows = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam

† Number of subjects reported in parentheses below the mean.

A Scheffe pairwise comparison of the group means found: ° no two groups differed significantly; * teachers from Wousta differed significantly from teachers from Dakhilyah and Sharqiyah; ** teachers from Dhahirah differed significantly from teachers from Sharqiyah, Dakhilyah, Wousta, Batinah, and Capital; *** teachers from Janoubiyah differed significantly from teachers from Roustaq; **** teachers from Janoubiyah differed significantly from teachers from Musandam, Sharqiyah, Wousta, Dakhilyah, Batinah, Capital, and Roustaq.

The statistical analysis of supervisor response to classroom activity items (methods of instruction and student assessment) by district of employment is reported in Table 76. A statistically significant difference in response as a function of district of employment was found between supervisors [F(8,74) = 2.12, p = 0.04]. However, the Scheffe pairwise comparison probe did not isolate any specific districts as significantly different.

Table 76: Supervisor response by district of employment to items on methods of instruction and student assessment

District											
Cap mean†	Bat mean†	Rows mean†	Dak mean†	Dhah mean†	Shar mean†	Wous mean†	Jan mean†	Mus mean†	F	df	p
3.33 (19)	3.07 (8)	4.05 (5)	3.72 (12)	3.50 (8)	3.77 (8)	3.59 (9)	3.44 (8)	3.70 (6)	2.12	8,74	0.04*

Key: Cap = Capital; Bat = Batinah; Rows = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam
† Number of subjects reported in parentheses below the mean.
A Scheffe pairwise comparison of the group means found * no two groups to differ significantly.

The statistical analysis of administrator response to classroom activity items (methods of instruction and student assessment) by district of employment is reported in Table 77. No statistically significant difference in response to these items was found between administrators from each of the nine districts [F(8,153) = 1.26, p = 0.27].

Table 77: Administrator response by district of employment to items on methods of instruction and student assessment

District											
Cap mean†	Bat mean†	Rows mean†	Dak mean†	Dhah mean†	Shar mean†	Wous mean†	Jan mean†	Mus mean†	F	df	p
3.69 (21)	3.85 (25)	3.69 (15)	3.82 (18)	3.64 (14)	3.80 (19)	4.01 (24)	3.78 (17)	3.97 (9)	1.26	8,153	0.27

Key: Cap = Capital; Bat = Batinah; Rows = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam
† Number of subjects reported in parentheses below the mean.

3. Resources

The mean responses and the statistical comparisons of the mean responses given by teachers across district of employment to each of the three questionnaire sections on Resources are listed in Table 78 by subject matter taught.

Statistically significant differences in teacher response to human and physical resources items (staff, equipment, materials, and facilities) were found among Arabic language teachers [$F(8,178) = 3.57$, $p < 1$], mathematics teachers [$F(8,152) = 2.28$, $p = 0.03$], science teachers [$F(8,129) = 6.54$, $p < 0.01$], social studies teachers [$F(8,136) = 2.47$, $p = 0.02$], and English language teachers [$F(8,150) = 3.72$, $p < 0.01$]. Islamic education teachers, in contrast, did not differ statistically in the response they gave to these items [$F(8,131) < 1$].

The post-hoc Scheffe pairwise comparison probes of the significant analyses listed above isolated significant differences between specific districts among science teachers and English language teachers only (at $p < 0.05$). The significant differences are reported below:

a. Science teachers from Batinah (mean = 2.53) reported significantly less satisfaction with human and physical resource items than science teachers from Janoubiyah (mean = 3.59), Musandam (mean = 3.55), and Dakhilyah (mean = 3.41). The mean response to these items given by science teachers from all other districts fell intermediate to, but not statistically different from the mean response given by Janoubiyah, Musandam, Dakhilyah, or Batinah.

b. English language teachers from Janoubiyah (mean = 2.69) reported significantly less satisfaction with the human and physical resource items than English language teachers from Wosta (mean = 3.68), Sharqiyah (mean = 3.66), and Dakyilyah (3.65). The mean response given by English language teachers from all other districts fell intermediate to, but not statistically different from the mean response given by English language teachers from Wosta, Sharqiyah, Dakhilyah, or Janoubiyah.

The analyses of teacher response to textbook items by district of employment revealed statistically significant differences among teachers of Arabic language [$F(8,166) = 3.52$, $p < 0.01$] and science [$F(8,129) = 3.00$, $p < 0.01$], and, no differences among teachers of Islamic education [$F(8,122) < 1$], mathematics [$F(8,150) = 1.27$, $p = 0.26$], social studies [$F(8,135) = 1.90$, $p = 0.07$], and English language [$F(8,147) = 1.29$, $p = 0.25$].

The post-hoc Scheffe pairwise comparison probes of the significant analyses listed above, found significant differences between specific districts (at $p < 0.05$) among Arabic language teachers only. The response given to textbook items by Arabic language teachers from Sharqiyah (mean = 3.21) differed significantly from the responses given by Arabic language teachers from Wosta (mean = 4.18). The mean responses given by Arabic language teachers from Sharquyah and Wosta represent the extreme cases, with Arabic language teachers from all other districts reporting a level of satisfaction intermediate too, but not statistically different from that of Sharquyah and Wosta.

The analyses of teacher response to teacher's manual items revealed statistically significant differences among Arabic language teachers [$F(8,166) = 3.70$, $p < 0.01$], mathematics teachers [$F(8,152) = 2.22$, $p = 0.03$], science teachers [$F(8,129) = 2.90$, $p < 0.01$], social studies teachers [$F(8,131) = 2.07$, $p = 0.04$], and English language teachers [F(8,141) = 2.62, p = 0.01], and, no differences were found among Islamic education teachers [F(8,121) < 1].

The post-hoc Scheffe pairwise comparison probes of the significant analyses listed above did not find that two or more specific districts to differed significantly (at $p < 0.05$) in any analysis.

Table 78: Teacher response by district of employment to items on resource availability and quality

Subject Taught	District Cap mean†	 Bat mean†	 Rows mean†	 Dak mean†	 Dhah mean†	 Shar mean†	 Wous mean†	 Jan mean†	 Mus mean†	F	df	p
					Human and Physical Resources: Staff, Equipment, Facilities, and Materials							
Islamic Education	3.62 (20)	3.33 (23)	3.59 (11)	3.53 (20)	3.65 (9)	3.24 (10)	3.54 (10)	3.34 (17)	4.02 (4)	< 1	8,123	
Arabic Language	3.10 (28)	3.12 (31)	3.48 (17)	2.91 (17)	3.27 (13)	2.94 (15)	3.73 (27)	3.73 (29)	3.57 (10)	3.57	8,170	< 0.01*
Mathematics	2.66 (24)	2.56 (30)	2.79 (13)	2.91 (22)	3.10 (12)	3.16 (13)	3.14 (21)	2.85 (19)	2.84 (7)	2.20	8,152	0.03*
Science	3.09 (25)	2.53 (10)	3.02 (12)	3.41 (17)	3.19 (13)	2.95 (12)	2.99 (10)	3.59 (25)	3.55 (6)	6.54	8,129	< 0.01ª
Social Studies	2.70 (20)	2.76 (30)	3.3 (20)	3.47 (8)	2.60 (10)	2.97 (16)	3.00 (12)	2.90 (23)	2.99 (6)	2.47	8,136	0.02*
English Language	3.37 (19)	3.44 (35)	3.33 (19)	3.65 (25)	3.31 (13)	3.66 (17)	3.60 (17)	2.69 (9)	3.87 (5)	3.72	8,150	< 0.01ªª
					Textbooks							
Islamic Education	4.00 (20)	3.90 (23)	4.11 (11)	4.01 (20)	3.97 (9)	3.87 (10)	3.79 (10)	4.12 (16)	4.40 (4)	< 1	8,122	
Arabic Language	3.66 (27)	3.84 (29)	3.77 (17)	3.30 (15)	3.63 (13)	3.21 (15	4.10 (20)	3.83 (22)	4.12 (9)	3.52	8,166	< 0.01ªªª
Mathematics	3.47 (24)	3.51 (30)	3.26 (12)	3.14 (22)	3.31 (12)	3.00 (13)	3.29 (20)	3.23 (19)	3.46 (7)	1.27	8,150	0.26
Science	3.51 (25)	3.29 (10)	3.30 (12)	3.90 (17)	3.56 (13)	3.59 (12)	3.44 (10)	3.90 (23)	3.99 (6)	3.00	8,129	< 0.01*
Social Studies	3.57 (20)	3.09 (30)	3.99 (19)	3.84 (8)	3.32 (10)	3.53 (16)	3.85 (12)	3.55 (23)	3.62 (6)	1.90	8,135	0.07
English Language	3.82 (19)	3.83 (35)	3.81 (19)	3.94 (25)	3.80 (13)	3.80 (15)	3.97 (14)	3.42 (9)	4.27 (5)	1.29	8,147	0.25
					Teacher's Manual							
Islamic Education	3.80 (20)	3.66 (23)	3.94 (11)	3.94 (20)	3.49 (9)	3.82 (10)	3.44 (10)	3.90 (15)	4.36 (4)	< 1	8,121	
Arabic Language	3.34 (26)	3.73 (29)	3.60 (17)	3.52 (15)	3.64 (13)	3.37 (15)	4.06 (29)	3.90 (22)	4.20 (9)	3.70	8,166	< 0.01*
Mathematics	3.30 (24)	3.37 (30)	3.20 (12)	3.21 (22)	2.99 (12)	3.01 (13)	3.00 (21)	3.40 (20)	3.34 (7)	2.22	8,152	0.03*
Science	3.46 (25)	3.21 (10)	3.43 (12)	3.82 (17)	3.60 (13)	3.45 (12)	3.29 (10)	3.77 (23)	3.25 (6)	2.90	8,129	< 0.01*
Social Studies	3.42 (19)	3.63 (29)	4.00 (17)	3.74 (8)	3.32 (10)	3.34 (16)	3.67 (12)	3.52 (23)	3.65 (6)	2.07	8,131	0.04*
English Language	3.85 (16)	3.70 (35)	3.63 (19)	3.87 (25)	3.76 (13)	3.64 (12)	3.85 (16)	3.29 (9)	4.26 (5)	2.62	8,141	0.01*

Key: Cap = Capital; Bat = Batinah; Rows = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam

† Number of subjects reported in parentheses below the mean.

A Scheffe pairwise comparison of the group means found: * no two groups differed significantly; ª teachers from Batinah differed significantly from teachers from Janoubiyah, Musandam, and Dakhilyah; ªª teachers from Janoubiyah differed significantly from teachers from Wousta, Sharqiyah, and Dakhilyah; ªªª teachers from Sharqiyah differed significantly from teachers from Wousta.

The statistical analyses of supervisor response by district of employment to the three questionnaire sections on Resources are reported in Table 79.

No statistically significant difference between the responses given by supervisors from each of the nine districts to human and physical resource items was found [F(8,73) = 1.78, p = 0.10]. However, in response to textbook items and teacher's manual items, statistically significant differences were found between supervisors from each of the nine districts [F(8,73) = 2.07, p = 0.05 and F(8,730 = 2.95, p < 0.01, respectively]. The post-hoc Scheffe pairwise comparison probes of these latter significant analyses did not yield any specific differences (at p < 0.05) between two or more districts.

Table 79: Supervisor response by district of employment to items on resource availability and quality

District											
Cap mean[a]	Bat mean[a]	Rows mean[a]	DaK mean[a]	Dhah mean[a]	Shar mean[a]	Wous mean[a]	Jan mean[a]	Mus mean[a]	F	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials											
2.94 (19)	3.35 (8)	3.60 (5)	3.49 (11)	3.17 (8)	3.31 (8)	3.43 (9)	3.07 (8)	3.51 (6)	1.78	8,73	0.10
Textbooks											
3.46 (19)	4.04 (8)	4.19 (5)	3.83 (11)	3.49 (8)	3.98 (8)	3.94 (9)	3.48 (8)	3.87 (6)	2.07	8,73	0.05*
Teacher's Manual											
3.29 (19)	3.95 (8)	3.82 (5)	3.60 (11)	3.18 (8)	3.77 (8)	3.78 (9)	3.36 (8)	3.68 (6)	2.95	8,73	0.01*

Key: Cap = Capital; Bat = Batinah; Rows = Rowstaq; DaK = DaKhilyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan = Janoobiyah; and Mus = Musandam

[a] Number of subjects reported in parentheses below the mean.

A Scheffe pairwise comparison of the group means found * no two groups to differ significantly.

The statistical analyses of administrator response by district of employment to the three questionnaire sections on Resources are reported in Table 80.

A statistically significant difference as a function of district of employment was found in the administrator response to human and physical resource items [F(8,153) = 3.69, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe of this analysis found specific differences (at $p < 0.05$) between the response given by administrators from Batinah (mean = 2.89) and Wosta (mean = 3.69). The mean response given by administrators from all other districts fell intermediate to, but not statistically different from the response given by administrators from either Batinah or Wosta.

No statistically significant differences in response to textbook or teacher's manual items were found between administrators from each of the nine districts [F(8,153) = 1.45, $p = 0.18$ and F(8,151) < 1, respectively].

Table 80: Administrator response by district of employment to items on resource availability and quality

District											
Cap mean*	Bat mean*	Rous mean*	Dak mean*	Dhah mean*	Shar mean*	Wous mean*	Jan mean*	Mus mean*	F	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials											
3.13 (21)	2.89 (25)	3.20 (15)	3.26 (18)	3.00 (14)	3.25 (19)	3.69 (24)	3.47 (17)	3.46 (9)	3.69	8,153	< 0.01[a]
Textbooks											
3.81 (21)	3.92 (25)	3.96 (15)	3.99 (18)	3.46 (14)	3.78 (19)	3.67 (24)	4.09 (17)	4.06 (9)	1.45	8,153	0.18
Teacher's Manual											
3.64 (21)	3.69 (25)	3.75 (15)	3.85 (18)	3.68 (14)	3.71 (19)	3.78 (24)	3.82 (16)	4.04 (8)	< 1	8,151	

Key: Cap = Capital; Bat = Batinah; Rous = Roustaq; Dak = Dakhiliyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan = Janoobiyah; and Mus = Musandam

* Number of subjects reported in parentheses below the mean.

[a] Scheffe pairwise comparison of the group means found administrators from Wousta differed significantly from administrators from Batinah.

D. Teaching Experience

Four levels of teaching experience were defined: 1-3 years, 4-6 years, 7-10 years, and greater than 10 years of teaching experience.

1. Theory

The mean responses and the statistical comparisons of the mean responses given to Omani educational objective items by teachers at each level of teaching experience are reported in Table 81 by subject matter taught. Among English language teachers, a statistically significant difference in response to Omani educational objective items was found as a function of teaching experience [F(2,157) = 3.11, p = 0.05]. However, the post-hoc Scheffe pairwise

Table 81: Teacher response to items on Omani Educational Objectives by the number of years of teaching experience

	Number of Years						
Subject Taught	1-3 years mean[†]	4-6 years mean[†]	7-10 years mean[†]	10+ years mean[†]	F	df	p
Islamic Education	4.18 (34)	4.18 (14)	4.04 (20)	4.23 (63)	< 1	3,127	
Arabic Language	3.92 (30)	4.09 (17)	4.22 (35)	4.03 (94)	1.28	3,172	0.28
Mathematics	3.75 (19)	3.69 (15)	3.55 (58)	3.62 (62)	< 1	3,150	
Science	4.05 (11)	3.44 (13)	3.85 (44)	3.88 (66)	2.57	3,130	0.06
Social Studies	3.90 (23)	3.95 (12)	3.91 (29)	4.06 (74)	< 1	3,134	
English Language	3.85 (16)	3.82 (25)	3.54 (119)	---- (0)	3.11	2,157	0.05[*]

[†] Number of subjects reported in parentheses below the mean.
A Scheffe pairwise comparison of the means found [*] no two groups to differ significantly.

comparison probe did not find two specific levels to differ significantly (at $p < 0.05$). No statistically significant differences in response by teaching experience were found among teachers of Islamic education [$F(3,127) < 1$], Arabic language [$F(3,172) = 1.28$, $p = 0.28$], mathematics [$F(3,150) < 1$], science [$F(3,130) = 2.57$, $p = 0.06$], or social studies [$F(3,134) < 1$].

The analysis of supervisor response to Omani educational objective items as a function of teaching experience is reported in Table 82. A statistically significant difference in supervisor response was found [$F(3,81) = 4.19$, $p < 0.01$], and the post-hoc Scheffe pairwise comparison probe isolated, as statistically different, the responses given by supervisors with 7-10 years of teaching experience (mean = 3.23) and supervisors with greater than 10 years of teaching experience (mean = 3.86). The mean responses given by supervisors with 1-3 years (mean = 3.75) and 4-6 years (means = 3.84) of teaching experience fell intermediate to, but not statistically different from, supervisors with either 7-10 years or greater than 10 years of teaching experience.

Table 82: Supervisor response to items on Omani Educational Objectives by the number of years of teaching experience

Number of Years						
1-3 years mean[+]	4-6 years mean[+]	7-10 years mean[+]	10+ years mean[+]	F	df	p
3.75 (16)	3.84 (6)	3.23 (18)	3.86 (45)	4.19	3,81	0.01[*]

[+] Number of subjects given in parentheses below the mean.

A Scheffe pairwise comparison of the group means found [*] supervisors with 10+ years of teaching experience differed significantly from supervisors with 7-10 years of teaching experience.

Administrator response to Omani educational objective items did not differ as a function of teaching experience [F(3,148) = 1.83, p = 0.14]. This result as well as the mean responses given by administrators at each level of teaching experience are reported in Table 83.

Table 83: Administrator response to items on Omani Educational Objectives by the number of years of teaching experience

Number of Years						
1-3 years mean^{+}	4-6 years mean^{+}	7-10 years mean^{+}	10+ years mean^{+}	F	df	p
3.93 (31)	4.20 (30)	3.90 (21)	4.08 (70)	1.83	3,148	0.14

$^{+}$ Number of subjects given in parentheses below the mean.

2. Process and Practice

The results obtained from the statistical analyses of teacher response to classroom activity items (staff, equipment, materials, and facilities) by level of teaching experience are reported in Table 84 by subject matter taught. Among Arabic language teachers, a statistically significant difference in response toward classroom activity items was found as a function of teaching experience [F(3,171) = 3.62, p = 0.01], however, the post-hoc Scheffe pairwise comparison probe did not find two specific levels of teaching experience to differ significantly (at p < 0.05).

No statistically significant differences in response to classroom activity items were found as a function of teaching experience among teachers of Islamic education [F(3,127) < 1], mathematics [F(3,150) < 1], science [F(3,130) = 1.21, p = 0.31], social studies [F(3.134) < 1], and English language [F(2,154) = 2.62, p = 0.08].

Table 84: Teacher response to items on methods of instruction and student assessment by the number of years of teaching experience

	Number of Years						
Subject Taught	1-3 years mean+	4-6 years mean+	7-10 years mean+	10+ years mean+	F	df	p
Islamic Education	3.96 (34)	3.90 (14)	4.03 (20)	4.06 (63)	< 1	3,127	
Arabic Language	3.66 (29)	4.10 (17)	4.04 (36)	3.83 (93)	3.62	3,171	0.01*
Mathematics	3.65 (19)	3.81 (15)	3.56 (58)	3.61 (62)	< 1	3,150	
Science	3.75 (11)	3.59 (13)	3.85 (44)	3.75 (66)	1.21	3,130	0.31
Social Studies	3.65 (23)	3.69 (12)	3.75 (29)	3.76 (74)	< 1	3,134	
English Language	3.59 (15)	3.67 (25)	3.43 (117)	---- (0)	2.62	2,154	0.08

+ Number of subjects reported in parentheses below the mean.
A Scheffe pairwise comparison of the means found * no two groups to differ significantly.

Supervisor response to classroom activity items did not differ as a function of teaching experience [F(3,81) = 1.45, p = 0.23]. This result as well as the mean responses given by supervisors at each level of teaching experience are reported in Table 85.

Table 85: Supervisor response to items on methods of instruction and student assessment by the number of years of teaching experience

	Number of Years						
	1-3 years mean[†]	4-6 years mean[†]	7-10 years mean[†]	10+ years mean[†]	F	df	p
	3.73 (16)	3.56 (6)	3.37 (18)	3.60 (45)	1.45	3,81	0.23

[†] Number of subjects given in parentheses below the mean.

Administrator response to classroom activity items, like supervisor response, did not differ as a function of teaching experience [F(3,148) < 1]. This result as well as the mean responses given by administrators at each level of teaching experience are reported in Table 86.

Table 86: Administrator response to items on methods of instruction and student assessment by the number of years of teaching experience

	Number of Years						
	1-3 years mean	4-6 years mean	7-10 years mean	10+ years mean	F	df	p
	3.74 (31)	3.82 (30)	3.77 (21)	3.85 (70)	< 1	3,148	

[†] Number of subjects given in parentheses below the mean.

3. Resources

The mean responses, and all subsequent statistical comparisons of the mean responses given by teachers at each level of teaching experience to each of the three questionnaire sections addressing Resources are reported in Table 87 by subject matter taught.

Table 87: Teacher response to items on resource availability and quality by the number of years of teaching experience

Subject Taught	Number of Years 1-3 years mean^{+}	4-6 years mean^{+}	7-10 years mean^{+}	10+ years mean^{+}	F	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials							
Islamic Education	3.29 (32)	3.47 (12)	3.57 (17)	3.54 (62)	< 1	3,119	
Arabic Language	3.21 (29)	3.89 (17)	3.43 (36)	3.26 (93)	3.25	3,171	0.02**
Mathematics	2.94 (19)	2.60 (14)	2.92 (56)	2.85 (62)	1.01	3,147	0.39
Science	3.00 (11)	3.00 (13)	3.25 (44)	3.15 (66)	< 1	3,130	
Social Studies	2.92 (23)	2.85 (12)	3.00 (29)	2.96 (74)	< 1	3,134	
English Language	3.66 (15)	3.54 (25)	3.42 (116)	---- (0)	1.36	2,153	0.26
Textbooks							
Islamic Education	4.06 (32)	3.87 (12)	4.01 (16)	3.96 (62)	< 1	3,118	
Arabic Language	3.54 (26)	3.99 (15)	3.96 (32)	3.73 (93)	2.16	3,162	0.10
Mathematics	3.44 (19)	3.26 (14)	3.30 (55)	3.48 (61)	< 1	3,145	
Science	3.44 (11)	3.66 (13)	3.69 (44)	3.63 (66)	< 1	3,130	
Social Studies	3.78 (23)	3.75 (12)	3.66 (29)	3.68 (73)	< 1	3,133	
English Language	4.01 (15)	3.90 (25)	3.82 (114)	---- (0)	< 1	2,151	
Teacher's Manual							
Islamic Education	3.81 (32)	3.81 (12)	3.97 (16)	3.77 (61)	< 1	3,117	
Arabic Language	3.54 (28)	4.12 (15)	3.91 (31)	3.71 (92)	3.70	3,162	0.01**
Mathematics	3.49 (19)	3.29 (14)	3.21 (57)	3.36 (61)	1.08	3,147	0.36
Science	3.50 (11)	3.37 (13)	3.61 (44)	3.51 (66)	< 1	3,130	
Social Studies	3.48 (22)	3.77 (10)	3.55 (28)	3.64 (73)	< 1	3,129	
English Language	3.82 (14)	3.87 (23)	3.71 (111)	---- (0)	1.21	2,145	0.30

$^{+}$ Number of subjects reported in parentheses below the mean.
A Scheffe pairwise comparison of the means found ** teachers with 4-6 years of teaching experience differed significantly from teachers with 1-3 years of teaching experience.

A statistically significant difference between levels of teaching experience was found among Arabic language teachers' response to the availability and quality of human and physical resources [F(3.171) = 3.25, $p < 0.05$]. The post-hoc Scheffe pairwise comparison probe found Arabic language teachers with 4-6 years of teaching experience (mean = 3.89) to differ significantly (at $p < 0.05$) from Arabic language teachers with 1-3 years of teaching experience (mean = 3.21). The mean response given by Arabic language teachers with 7-10 years (mean = 3.43) and greater than 10 years (mean = 3.26) of teaching experience fell intermediate to, but not statistically different from Arabic language teachers with 4-6 years or 1-3 years of teaching experience.

No statistically significant differences in response by teaching experience to human and physical resource items were found among teachers of Islamic education [$F(3,119) < 1$], mathematics [$F(3,147) = 1.01$, $p = 0.39$], science [$F(3,130) < 1$], social studies [$F(3,134) < 1$], and English language [$F(2,153) = 1.36$, $p = 0.26$].

The response given to the quality and availability of the textbooks items did not differ statistically as a function of teaching experience among teachers of any subject matter: Islamic education [$F(3,118) < 1$], Arabic language [$F(3,162) = 2.16$, $p = 0.10$], mathematics [$F(3,145) < 1$], science [$F(3,130) < 1$], social studies [$F(3,133) < 1$], or English language [$F(2,151) < 1$].

The response given to teacher's manual items by Arabic language teachers differed statistically as a function of teaching experience [F(3,162) = 3.70, p = 0.01]. The post-hoc Scheffe pairwise comparison probe found Arabic language teachers with 4-6 years of teaching experience (mean = 4.12) to differ significantly from Arabic language teachers with 1-3 years of teaching experience (mean = 3.54). The mean response given by Arabic language teachers with 7-10 years (mean = 3.91) and greater than 10 years (mean = 3.71) of teaching experience fell intermediate to, but not statistically different from Arabic language teachers with 4-6 years or 1-3 years of teaching experience.

No statistically significant differences in response by teaching experience to teacher's manual items were found among teachers of Islamic education [F(3,117) < 1], mathematics [F(3,147) = 1.08, p = 0.36], science [F(3,130) < 1], social studies [F(3,129) < 1], and English language [F(2,145) = 1.21, p = 0.30].

The mean response given by supervisors to each of the three questionnaire sections addressing Resources did not differ statistically as a function of teaching experience: human and physical resources [F(3,80) < 1]; textbooks [F(3,80) < 1]; and teacher's manual [F(3,80) < 1]. These results as well as the mean responses given by supervisors at each level of teaching experience are reported in Table 88 by Resource questionnaire section.

Table 88: Supervisor response to items on resource availability and quality by the number of years of teaching experience

	Number of Years						
	1-3 years mean†	4-6 years mean†	7-10 years mean†	10+ years mean†	F	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials							
	3.25 (16)	3.10 (6)	3.34 (18)	3.27 (44)	< 1	3,80	
Textbooks							
	3.60 (16)	3.71 (6)	3.88 (18)	3.76 (44)	< 1	3,80	
Teacher's Manual							
	3.43 (16)	3.46 (6)	3.61 (18)	3.50 (44)	< 1	3,80	

† Number of subjects given in parentheses below the mean.

The mean response given by administrators to each of the three questionnaire sections addressing Resources did not differ statistically as a function of teaching experience: human and physical resources [F(3,148) = 1.82, p = 0.15], textbooks [F(3,148) = 1.11, p = 0.35], and teacher's manual [F(3,146) < 1]. These results as well as the mean responses given by administrators at each level of teaching experience are reported in Table 89 by Resource questionnaire section.

Table 89: Administrator response to items on resource availability and quality by the number of years of teaching experience

	Number of Years						
	1-3 years mean†	4-6 years mean†	7-10 years mean†	10+ years mean†	F	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials							
	3.08 (31)	3.25 (30)	3.14 (21)	3.36 (70)	1.82	3,148	0.15
Textbooks							
	3.84 (31)	3.93 (30)	3.60 (21)	3.83 (70)	1.11	3,148	0.35
Teacher's Manual							
	3.70 (31)	3.78 (30)	3.57 (21)	3.77 (68)	< 1	3,146	

† Number of subjects given in parentheses below the mean.

e. Academic Preparation

Eight levels of academic preparation were present among the combined sample of teachers, supervisors, and administrators. The different levels of academic preparation completed by these respondents (followed by the code assigned to each category) included: a college or university degree in education (CU-ed); a college or university degree in an area other than education (CU); five years of training at the Teacher Training Institute after secondary school (TTI-S2); one year of training at the Teacher Training Institute after secondary school (TTI -S1); five years of training at the Teacher Training Institute after preparatory school (TTI-P5); three years of training at the Teacher Training Institute after preparatory school (TTI -P3); secondary school (S); or preparatory school (P). In as much as the levels of academic preparation represented across the teacher, supervisor, and administrator groups varied, each statistical analysis varies in the number and type of levels available for comparison. In general, more than ninety percent of Islamic education, Arabic language, mathematics, science, and social studies teachers have attained a college degree. Most English language teachers sampled have completed the two-year post-secondary school education at the Teacher Training Institute or received a college degree in education. The majority of supervisors have also received a college degree in education although there are more supervisors trained within the Teacher Training Institute system than teachers. The academic preparation of administrators was far more varied than that of teachers or supervisors. The reader should refer to Appendix B (Part I Section A) for the exact percentage of teachers, supervisors, and administrators that have obtained each level of academic preparation listed above.

1. Theory

All results obtained from the statistical analyses of the responses given by teachers to Omani educational objective items as a function of academic preparation are reported in Table 90 by subject matter taught.

Table 90: Teacher response to items on Omani Educational Objectives by type of educational preparation

	Type and Amount										
Subject Taught	CU-E mean†	CU-nE mean†	TTIS2 mean†	TTIS1 mean†	TTIP5 mean†	TTIP3 mean†	S mean†	P mean†	F	df	p
Islamic Education	4.10 (67)	4.21 (63)	4.17 (1)	3.99 (2)	3.25 (1)	---- (0)	3.97 (1)	---- (0)	< 1	5,129	
Arabic Language	4.06 (76)	4.11 (89)	3.97 (4)	4.17 (2)	3.72 (5)	2.03 (1)	---- (0)	---- (0)	1.21	5,171	0.31
Mathematics	3.60 (136)	3.70 (19)	2.42 (1)	4.00 (1)	---- (0)	---- (0)	2.51 (2)	---- (0)	2.52	4,154	0.04*
Science	3.02 (110)	3.93 (21)	---- (0)	---- (0)	---- (0)	---- (0)	3.60 (2)	---- (0)	< 1	2,130	
Social Studies	4.04 (83)	3.91 (50)	3.03 (1)	3.19 (3)	4.75 (1)	2.69 (1)	---- (0)	---- (0)	3.47	5,133	0.01*
English Language	3.50 (51)	3.72 (15)	3.63 (77)	3.52 (7)	3.33 (1)	3.70 (1)	3.21 (3)	---- (0)	< 1	4,140	

Keys: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; and P = Preparatory School.

† Number of subjects reported in parentheses below the mean.
A Scheffe pairwise comparison of the group means found * no two groups to differ significantly.

Statistically significant differences in response to these items were found as a function of academic preparation among mathematics teachers [F(4,154) = 2.52, p = 0.04] and social studies teachers [F(5,133) = 3.47, p < 0.01]. No statistically significant differences were found among Islamic education teachers [F(5,129) < 1], Arabic language teachers [F(5,131) = 1.21, p = 0.31], science teachers [F(2,130) < 1], and English language teachers [F(6,148) < 1]. The post-hoc Scheffe pairwise comparison probes of the significant differences found among mathematics and social studies teachers failed to identify specific differences between two or more levels of academic preparation in either analysis.

The statistical analysis of supervisor response to Omani educational objective items as a function of academic preparation is reported in Table 91. No statistically significant differences in response to these item were found between supervisors with different levels of academic preparation [F(5,75) = 2.13, p = 0.07].

Table 91 Supervisor response to items on Omani Educational Objectives by type of educational preparation

Type and Amount										
CU-E mean[†]	CU-nE mean[†]	TTIS2 mean[†]	TTIS1 mean[†]	TTIP5 mean[†]	TTIP3 mean[†]	S mean[†]	P mean[†]	F	df	p
3.79 (53)	3.59 (12)	3.35 (9)	3.29 (2)	3.79 (3)	---- (0)	4.74 (2)	---- (0)	2.13	5,75	0.07

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; and P = Preparatory School.

[†] Number of subjects reported in parentheses below the mean.

The statistical analysis of administrator response to Omani educational objective items as a function of academic preparation is reported in Table 92. Like supervisors, no statistically significant differences in responses to these items were found between administrators that obtained different levels of academic preparation [F(6,151) = 1.42, p = 0.21].

Table 92: Administrator response to items on Omani Educational Objectives by type of educational preparation

Type and Amount										
CU-E mean†	CU-nE mean†	TTIS2 mean†	TTIS1 mean†	TTIP5 mean†	TTIP3 mean†	S mean†	P mean†	F	df	p
4.04 (78)	4.01 (22)	4.16 (16)	4.43 (3)	---- (0)	4.25 (11)	4.00 (16)	3.69 (12)	1.42	6,151	0.21

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; and P = Preparatory School.

† Number of subjects reported in parentheses below the mean.

2. Process and Practice

All statistical analyses of teacher response to classroom activity items (methods of instruction and student assessment) as a function of academic preparation are reported in Table 93 by subject matter taught. Academic preparation did not differentiate the responses given to these items by teachers of any subject matter area: Islamic education [F(5,129) < 1]; Arabic language [F(5,170) < 1]; mathematics [F(4,154) = 1.90, p = 0.11]; science [F(2,130) < 1]; social studies [F(5,133) = 1.36, p = 0.13]; and English language [F(5,146) = 1.65, p = 0.15].

Table 93: Teacher response to items on methods of instruction and student assessment by type of educational preparation

Subject Taught	Type and Amount								F	df	p
	CU-E mean†	CU-nE mean†	TTIS2 mean†	TTIS1 mean†	TTIP5 mean†	TTIP3 mean†	S mean†	P mean†			
Islamic Education	3.97 (67)	4.06 (63)	4.35 (1)	3.94 (2)	3.17 (1)	---- (0)	3.74 (1)	---- (0)	< 1	5,129	
Arabic Language	3.92 (76)	3.83 (88)	3.97 (4)	4.02 (2)	3.80 (5)	3.50 (1)	---- (0)	---- (0)	< 1	5,170	
Mathematics	3.62 (136)	3.65 (19)	2.55 (1)	3.55 (1)	---- (0)	---- (0)	2.90 (2)	---- (0)	1.90	4,154	0.11
Science	3.77 (110)	3.76 (21)	---- (0)	---- (0)	---- (0)	---- (0)	3.69 (2)	---- (0)	< 1	2,130	
Social Studies	3.01 (83)	3.65 (50)	3.62 (1)	3.29 (3)	4.52 (1)	3.30 (1)	---- (0)	---- (0)	1.76	5,133	0.13
English Language	3.49 (51)	3.75 (15)	3.44 (75)	3.31 (7)	3.40 (1)	---- (0)	3.01 (3)	---- (0)	1.65	5,146	0.15

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; and P = Preparatory School.

† Number of subjects reported in parentheses below the mean.

As reported in Table 94, no statistically significant differences in response to classroom activity items (methods of instruction and student assessment) were found between supervisors with different levels of academic preparation [F(5,75) = 1.32, p = 0.27].

Table 94: Supervisor response to items on methods of instruction and student assessment by type of educational preparation

Type and Amount								F	df	p
CU-E mean†	CU-nE mean†	TTIS2 mean†	TTIS1 mean†	TTIP5 mean†	TTIP3 mean†	S mean†	P mean†			
3.61 (53)	3.40 (12)	3.39 (9)	3.41 (2)	3.71 (3)	---- (0)	4.25 (3)	---- (0)	1.32	5,75	0.27

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; and P = Preparatory School.

† Number of subjects reported in parentheses below the mean.

Presented in Table 95 are the mean responses and the statistical comparison of the mean responses given by administrators with different levels of academic preparation to classroom activity items (methods of instruction and student assessment). Administrators, like supervisors and teachers, did not give significantly different responses to these items as a function of their academic preparation [F(6,151) = 1.85, p = 0.09].

Table 95: Administrator response to items on methods of instruction and student assessment by type of educational preparation

Type and Amount										
CU-E mean†	CU-nE mean†	TTIS2 mean†	TTIS1 mean†	TTIP5 mean†	TTIP3 mean†	S mean†	P mean†	F	df	p
3.85 (78)	3.59 (22)	3.92 (16)	4.23 (3)	---- (0)	3.91 (11)	3.85 (16)	3.65 (12)	1.85	6,151	0.09

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; and P = Preparatory School.

† Number of subjects reported in parentheses below the mean.

3. Resources

All results from the statistical analyses of teacher response by level of academic preparation to each of the three questionnaire sections addressing Resources are reported in Table 96 by subject matter taught.

The mean responses given to human and physical resource items by teachers of each subject matter area did not differ statistically as a function of academic preparation : Islamic education [F(3,123) < 1]; Arabic language [F(5,170) = 1.26, p = 0.28]; mathematics [F(3,152)= = 2.20, p = 0.09]; science [F(2,130) < 1]; social studies [F(5m133) = 1.21, p = 0.31]; or English language [F(5,145) = 1.35, p = 0. 25].

The response given to textbook items did not differ statistically as a function of academic preparation among teachers of Islamic education [F(3,122) < 1], Arabic language [F(4,159) < 1], mathematics [F(3,150) = 1.69, p = 0.17], science [F(2,130) < 1], and social studies [F(5,132) = 1.63, p = 0.16]. Moreover, although a statistically significant difference in response to textbook items was found among English language teachers [F(4,143) = 2.53, p = 0.04], the post-hoc Scheffe pairwise comparison probe did not find any differences (at $p < 0.05$) between specific levels of academic preparation.

The statistical analyses of teacher response to teacher's manual items by academic preparation did not reveal any statistically significant differences among Islamic education teachers [F(3,121) < 1], Arabic language teachers [F(4,159) < 1], mathematics teachers [F(4,151) = 1.28, p = 0.28], science teachers [F(2,130) < 1], and English language teachers [F(4,138) = 1.79, p = 0.13]. Moreover, while the analysis of social studies teachers did yield a significant F value [F(4,129) = 4.40, p < 1], the post-hoc Sheffe pairwise comparison probe found the statistical difference to lie between teachers with a college degree in education (mean = 3.68) and the one teacher that had attended the Teachers Training Institute for two years after secondary school with this subject having given an average response of 1.94 to the teacher's manual items. The F value obtained in the ANOVA of social studies teachers response is apparently compromised by the single subject from the two year post-secondary school Teachers Training Institute.

Table 96: Teacher response to items on resource availability and quality by type of educational preparation

	Type and Amount										
Subject Taught	CU-E mean*	CU-nE mean*	TTIS2 mean*	TTIS1 mean*	TTIP5 mean*	TTIP3 mean*	S mean*	P mean*	F	df	p
	Human and Physical Resources: Staff, Equipment, Facilities, and Materials										
Islamic Education	3.37 (63)	3.58 (61)	---- (0)	3.41 (2)	---- (0)	---- (0)	3.67 (1)	---- (0)	< 1	3,123	
Arabic Language	3.30 (77)	3.33 (87)	3.97 (4)	3.53 (2)	3.07 (5)	2.29 (1)	---- (0)	---- (0)	1.26	5,170	0.28
Mathematics	2.89 (136)	2.64 (17)	---- (0)	3.56 (1)	---- (0)	---- (0)	2.04 (2)	---- (0)	2.20	3,152	0.09
Science	3.15 (110)	3.10 (21)	---- (0)	---- (0)	---- (0)	---- (0)	3.09 (2)	---- (0)	< 1	2,130	
Social Studies	3.02 (83)	2.82 (50)	2.67 (1)	3.26 (3)	3.70 (1)	2.44 (1)	---- (0)	---- (0)	1.21	5,133	0.31
English Language	3.43 (51)	3.66 (15)	3.46 (74)	3.25 (7)	3.05 (1)	---- (0)	2.82 (3)	---- (0)	1.35	5,145	0.25
	Textbooks										
Islamic Education	3.96 (63)	4.01 (61)	---- (0)	3.92 (1)	---- (0)	---- (0)	3.72 (1)	---- (0)	< 1	3,122	
Arabic Language	3.76 (75)	3.78 (86)	4.56 (1)	3.58 (1)	---- (0)	3.33 (1)	---- (0)	---- (0)	< 1	4,159	
Mathematics	3.36 (134)	3.56 (17)	---- (0)	3.40 (1)	---- (0)	---- (0)	2.40 (2)	---- (0)	1.68	3,150	0.17
Science	3.60 (110)	3.67 (21)	---- (0)	---- (0)	---- (0)	---- (0)	3.52 (2)	---- (0)	< 1	2,130	
Social Studies	3.02 (82)	3.53 (50)	3.20 (1)	3.40 (3)	3.00 (1)	3.60 (1)	---- (0)	---- (0)	1.63	5,132	0.16
English Language	3.09 (51)	3.97 (14)	3.83 (73)	3.40 (7)	---- (0)	---- (0)	3.10 (3)	---- (0)	2.53	4,143	0.04†
	Teacher's Manual										
Islamic Education	3.77 (63)	3.85 (60)	---- (0)	4.00 (1)	---- (0)	---- (0)	3.67 (1)	---- (0)	< 1	3,121	
Arabic Language	3.73 (75)	3.78 (86)	3.92 (1)	2.01 (1)	---- (0)	3.71 (1)	---- (0)	---- (0)	< 1	4,159	
Mathematics	3.20 (135)	3.53 (17)	4.00 (1)	2.79 (1)	---- (0)	---- (0)	2.00 (2)	---- (0)	1.20	4,151	0.20
Science	3.51 (110)	3.51 (21)	---- (0)	---- (0)	---- (0)	---- (0)	3.90 (2)	---- (0)	< 1	2,130	
Social Studies	3.60 (81)	3.50 (50)	1.94 (1)	---- (0)	3.94 (1)	2.71 (1)	---- (0)	---- (0)	4.40	4,129	< 0.01**
English Language	3.75 (49)	3.91 (14)	3.75 (70)	3.57 (7)	---- (0)	---- (0)	3.15 (3)	---- (0)	1.79	4,138	0.13

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; and P = Preparatory School.

* Number of subjects reported in parentheses below the mean.
A Scheffe pairwise comparison of the group means found: † no two groups to differ significantly; ** the group TTIS2 to be out of range, however, this result is not reliable since the data is based on only one respondent.

The results from the statistical comparison of supervisor response by academic preparation to each of the three questionnaire sections addressing Resources are reported in Table 97. Academic preparation did not statistically differentiate the response given by supervisors to any Resource items: human and physical resources [F(5,74) < 1]; textbooks [F(5,74) = 1.26, p = 0.29]; and the teacher's manual [F(5,74) < 1].

Table 97: Supervisor response to items on resource availability and quality by type of educational preparation

Type and Amount										
CU-E mean†	CU-nE mean†	TTIS2 mean†	TTIS1 mean†	TTIP5 mean†	TTIP3 mean†	S mean†	P mean†	F	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials										
3.33 (52)	3.14 (12)	3.16 (9)	3.24 (2)	2.91 (3)	---- (0)	3.93 (2)	---- (0)	< 1	5,74	
Textbooks										
3.85 (52)	3.72 (12)	3.53 (9)	3.41 (2)	3.53 (3)	---- (0)	4.36 (2)	---- (0)	1.26	5,74	0.29
Teacher's Manual										
3.56 (52)	3.47 (12)	3.42 (9)	2.99 (2)	3.27 (3)	---- (0)	3.93 (2)	---- (0)	< 1	5,74	

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; and P = Preparatory School.

† Number of subjects reported in parentheses below the mean.

The results from the statistical comparison of administrator response by academic preparation to each of the three questionnaire sections addressing Resources are reported in Table 98. A statistically significant difference in response to human and physical resource items as a function of academic preparation was found among administrators [F(6,151) = 2.30, p = 0.04]. However, the post-hoc Scheffe pairwise comparison probe did not identify any two (or more) levels of academic preparation as statistically different (at $p < 0.05$). Academic preparation did not statistically differentiate the response given by administrators to textbooks items [F(6,151) < 1] or teacher's manual items [F(6,149) < 1].

Table 98: Administrator response to items on resource availability and quality by type of educational preparation

Type and Amount										
CU-E mean†	CU-nE mean†	TTIS2 mean†	TTIS1 mean†	TTIP5 mean†	TTIP3 mean†	S mean†	P mean†	F	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials										
3.32 (70)	3.09 (22)	3.61 (16)	3.11 (3)	---- (0)	2.97 (11)	3.20 (16)	2.93 (12)	2.30	6,151	0.04*
Textbooks										
3.05 (70)	3.04 (22)	4.01 (16)	4.13 (3)	---- (0)	3.90 (11)	3.79 (16)	3.47 (12)	< 1	6,151	
Teacher's Manual										
3.73 (77)	3.60 (21)	3.86 (16)	4.11 (3)	---- (0)	3.70 (11)	3.06 (16)	3.57 (12)	< 1	6,149	

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; and P = Preparatory School.

† Number of subjects reported in parentheses below the mean.
A Scheffe pairwise comparison of the group means found * no two groups to differ significantly.

f. Amount of In-Service Training

Teachers (by subject taught), supervisors, and administrators were each divided into groups by the number of months (or years) they had attended in-service training: 0 (none), less than 1 month, 1-3 months, 4-12 months, or 1-2 years. These five groups, then, served as categories or levels of in-service trainingto compare within each subset of respondents responses to each questionnaire section by "amount of in-service training".

1. Theory

All results obtained from the statistical comparisons of teacher response to Omani educational objective items by the amount of in-service training are reported in Table 99 by subject matter taught.

A statistically significant difference in response as a function of the amount of in-service training was found among Arabic language teachers [$F(4,143) = 7.50$, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe of this result isolated the following significant differences between Arabic language teachers that had obtained different amounts of in-service training.

Arabic language teachers with one to two years of in-service training (mean = 3.10) reported statistically less agreement with the Omani educational objective items than Arabic language teachers with four to twelve months (mean = 4.52), less than one month (mean = 4.15), or no (mean = 4.01) in-service training, while Arabic language teachers with one to three months (mean = 3.60) of in-service training reported a similar level of agreement. The mean response given by Arabic language teachers with one to three months of in-service training also differed significantly (less agreement) from Arabic language teachers with four to twelve months and less than one month of in-service training, while not differing from Arabic language teachers with no or one to two years of in-service training. Arabic language teachers taking one to three months or one to two years of in-service training gave the least support for these theory items and, as reported above, their response was significantly less positive in comparison to the other levels of in-service training.

No statistically significant differences in response to Omani educational objective items by the amount of in-service training were found among teachers of Islamic education [F(4,113) = 1.64, p = 0.71], mathematics [F(4.141) < 1], science [F(4,117) < 1], social studies [F(4,130) < 1], or English language [F(4,134) = 1.27, p = 0.28].

Table 99: Teacher response to items on Omani Educational Objectives by amount of in-service training attended

	Amount							
Subject Taught	None mean†	< 1 month mean†	1-3 months mean†	4-12 months mean†	1-2 years mean†	F	df	p
Islamic Education	4.27 (47)	4.21 (52)	4.12 (9)	3.75 (5)	3.79 (5)	1.64	4,113	0.17
Arabic Language	4.01 (31)	4.15 (90)	3.60 (16)	4.52 (6)	3.10 (5)	7.50	4,143	< 0.01**
Mathematics	3.54 (40)	3.63 (86)	3.77 (15)	3.02 (2)	3.94 (3)	< 1	4,141	
Science	3.76 (28)	3.84 (79)	3.91 (8)	4.33 (1)	3.99 (6)	< 1	4,117	
Social Studies	3.90 (23)	4.06 (95)	3.99 (10)	3.82 (3)	3.69 (4)	< 1	4,130	
English Language	3.73 (13)	3.55 (70)	3.58 (14)	3.53 (8)	3.62 (34)	< 1	4,134	

† Number of subjects reported in parentheses below the mean.

A Scheffe pairwise comparison of the group means found: ** teachers attending none, < 1 month, or 4-12 months of in-service training differed significantly from teacher attending 1-2 years, or < 1 month of in-service training, and teachers attending 4-12 months of in-service training differed significantly from teachers attending 1-3 months of in-service training.

Supervisor response to the Omani educational objective items as a function of the amount of in-service training is reported in Table 100. No statistically significant differences were found among supervisors that differed in the amount of in-service training they had obtained [F(4,75] = 2.19, p = 0.08].

Table 100: Supervisor response to items on Omani Educational Objectives by amount of in-service training attended

Amount							
None mean†	< 1 month mean†	1-3 months mean†	4-12 months mean†	1-2 years mean†	F	df	p
3.98 (7)	3.90 (32)	3.47 (15)	3.48 (14)	3.56 (12)	2.19	4,75	0.08

† Number of subjects reported in parentheses below the mean.

Administrator response to the Omani educational objective items as a function of the amount of in-service training is reported in Table 101. Like supervisors, no statistically significant differences were found among administrators across the different levels of in-service training [F4,146) < 1].

Table 101: Administrator response to items on Omani Educational Objectives by amount of in-service training attended

Amount							
None mean†	< 1 month mean†	1-3 months mean†	4-12 months mean†	1-2 years mean†	F	df	p
3.97 (24)	4.04 (30)	4.04 (35)	4.10 (26)	3.97 (36)	< 1	4,146	

† Number of subjects reported in parentheses below the mean.

2. PROCESS AND PRACTICE

The results obtained from the statistical comparisons of teacher response to classroom activity items (methods of instruction and student assessment) by the amount of in-service training each teacher had received are reported in Table 102 by subject matter taught.

Table 102: Teacher response to items on methods of instruction and student assessment by amount of in-service training attended

Subject Taught	Amount None mean†	< 1 month mean†	1-3 months mean†	4-12 months mean†	1-2 years mean†	F	df	p
Islamic Education	4.12 (47)	4.05 (52)	3.94 (9)	3.81 (5)	3.71 (5)	1.16	4,113	0.33
Arabic Language	3.78 (29)	3.86 (91)	3.70 (16)	4.43 (6)	3.51 (5)	2.70	4,142	0.03*
Mathematics	3.51 (40)	3.67 (86)	3.59 (15)	3.14 (2)	3.62 (3)	< 1	4,141	
Science	3.70 (28)	3.80 (79)	3.85 (8)	4.07 (1)	3.85 (6)	< 1	4,117	
Social Studies	3.67 (23)	3.76 (95)	3.78 (10)	3.42 (3)	3.78 (4)	< 1	4,130	
English Language	3.64 (13)	3.50 (68)	3.62 (13)	3.35 (8)	3.45 (34)	< 1	4,131	

† Number of subjects reported in parentheses below the mean.
A Scheffe pairwise comparison of the group means found * no two groups to differ significantly.

A statistically significant difference in response to classroom activity items was found among Arabic language teachers with different levels of in-service training [$F(4,142) = 2.70$, $p = 0.03$]. However, the post-hoc Scheffe pairwise comparison probe did not find that any two specific levels differed significantly (at $p < 0.05$). The response given by teachers of Islamic education, mathematics, science, social studies, and English language did not differ statistically as a function of the amount of in-service training these teachers had received: Islamic education [F(4,113) = 1.16, p = 0.33]; mathematics [F(4,141) < 1];science [F(4,117) < 1]; social studies [F(4,130) < 1]; and English language [F(4,131) < 1].

The results obtained from the statistical analysis of supervisor response to classroom activity items (methods of instruction and student assessment) as a function of amount of in-service training is reported in Table 103. No statistically significant differences were found between supervisors that had obtained different amounts of in-service training [F(4,75) = 1.55, p = 0.20].

Table 103: Supervisor response to items on methods of instruction and student assessment by amount of in-service training attended

Amount							
None mean+	< 1 month mean+	1-3 months +mean	4-12 months mean+	1-2 years mean+	F	df	p
4.01 (7)	3.59 (32)	3.54 (15)	3.47 (14)	3.47 (12)	1.55	4,75	0.20

+Number of subjects reported in parentheses below the mean.

The results obtained from the statistical analysis of administrator response to classroom activity items (methods of instruction and student assessment) as a function of amount of in-service training is reported in Table 104. Like supervisors, no statistically significant differences were found between administrators that had obtained different amounts of in-service training [F(4,146) < 1].

Table 104: Administrator response to items on methods of instruction and student assessment by amount of in-service training attended

Amount							
None mean†	< 1 month mean†	1-3 months mean†	4-12 months mean†	1-2 years mean†	F	df	p
3.83 (24)	3.82 (30)	3.85 (35)	3.82 (26)	3.70 (36)	< 1	4,146	

† Number of subjects reported in parentheses below the mean.

3. RESOURCES

The results obtained from the statistical analyses of teacher response by amount of in-service training to each of the three questionnaire sections addressing Resources are reported in Table 105 by subject matter taught.

The responses given to human and physical resource items, textbook items, and the teacher's manual items by teachers of Islamic education, mathematics, science, social studies, and English language did not differ statistically as a function of the amount of in-service training they have received (see Table 105). Arabic language teachers, however, gave statistically different responses to human and physical resource items [$F(3,143) = 3.92$, $p < 0.01$] and textbook items [$F(4,139) = 5.20$, $p < 0.01$], but not toward teacher's manual items (see Table 105).

The post-hoc Scheffe pairwise comparison probe of the significant analysis found among Arabic language teacher response to human and physical resources did not find any two specific levels of in-service training to differ statistically (at $p < 0.05$). However, in the probe of the response given by Arabic language teachers to the textbook items, the Scheffe pairwise comparison statistic found Arabic language teachers with one to two years of in-service training (mean = 2.61) to differ significantly from Arabic

Table 105: Teacher response to items on resource availability and quality by amount of in-service training attended

	Amount							
Subject Taught	None mean†	< 1 month mean†	1-3 months mean†	4-12 months mean†	1-2 years mean†	F	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials								
Islamic Education	3.52 (46)	3.56 (50)	3.41 (9)	2.88 (4)	3.10 (4)	1.14	4,108	0.34
Arabic Language	3.15 (31)	3.44 (90)	2.93 (16)	3.72 (6)	2.37 (5)	3.92	4,143	< 0.01*
Mathematics	2.78 (40)	2.86 (85)	3.08 (15)	2.07 (2)	2.83 (3)	1.28	4,140	0.28
Science	3.06 (28)	3.16 (79)	3.12 (8)	3.00 (1)	3.26 (6)	< 1	4,117	
Social Studies	2.91 (23)	2.95 (95)	2.92 (10)	2.70 (3)	2.78 (4)	< 1	4,130	
English Language	3.55 (13)	3.47 (68)	3.56 (13)	3.22 (8)	3.47 (33)	< 1	4,130	
Textbooks								
Islamic Education	4.04 (46)	4.03 (50)	3.91 (9)	3.56 (3)	3.50 (4)	< 1	4,107	
Arabic Language	3.79 (30)	3.81 (89)	3.36 (15)	4.22 (5)	2.61 (5)	5.20	4,139	< 0.01**
Mathematics	3.32 (40)	3.38 (85)	3.48 (14)	2.82 (2)	3.44 (3)	< 1	4,139	
Science	3.47 (28)	3.62 (79)	3.72 (8)	4.25 (1)	3.81 (6)	1.03	4,117	0.40
Social Studies	3.64 (23)	3.74 (95)	3.69 (10)	3.81 (3)	3.37 (3)	< 1	4,129	
English Language	3.91 (13)	3.91 (68)	3.90 (13)	3.57 (7)	3.75 (32)	1.03	4,128	0.39
Teacher's Manual								
Islamic Education	3.83 (46)	3.85 (49)	3.69 (9)	3.56 (3)	3.46 (4)	< 1	4,106	
Arabic Language	3.76 (29)	3.74 (90)	3.54 (14)	4.15 (5)	3.33 (5)	1.42	4,138	0.23
Mathematics	3.27 (40)	3.30 (85)	3.43 (14)	3.79 (2)	3.35 (3)	< 1	4,139	
Science	3.40 (28)	3.53 (79)	3.62 (8)	3.44 (1)	3.59 (6)	< 1	4,117	
Social Studies	3.50 (23)	3.63 (95)	3.62 (10)	3.73 (3)	3.74 (3)	< 1	4,129	
English Language	3.84 (12)	3.79 (64)	3.78 (12)	3.43 (7)	3.67 (32)	1.25	4,122	0.29

† Number of subjects reported in parentheses below the mean.

A Scheffe pairwise comparison of the group means found: * no two groups differed significantly; ** teachers attending none, < 1 month, or 4-12 months of in-service training differed significantly from teachers attending 1-2 years of in-service training.

language teachers with four to twelve months (mean = 4.22), less than one month (mean - 3.81), or no (mean = 3.79) in-service training. The response given by Arabic language teachers with one to three months of in-service training (mean = 3.36) was not significantly different from any other group of Arabic language teachers. The differences in response given to these two types of Resources by Arabic language teachers that have obtained different amounts of in-service training are similar to the differences or trend toward differences found in their response to Theory and Process and Practice items: The response given by Arabic language teachers with one to two years of in-service training (and to a lesser extend one to three months) indicates less agreement with Theory, Process and Practice, and Resource questionnaire items than the response given by arabic language teachers with four to twelve months, less than one month, or no in-service training.

Supervisor response to each of the three questionnaire sections on Resources as a function of amount of in-service training is reported in Table 106. No statistically significant differences were found between supervisors at each level of in-service training in the response they gave to human and physical resources (staff, equipment, materials and facilities) [F(4,74) = 1.21, p = 0.31], textbooks [F(4,74) = 1.26, p = 0.29], and the teacher's manual [F(4,74) = 1.07, p = 0.38].

Table 106: Supervisor response to items on resource quality and availability by amount of in-service training attended

Amount							
None mean[†]	< 1 month mean[†]	1-3 months mean[†]	4-12 months mean[†]	1-2 years mean[†]	F	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials							
3.61 (6)	3.20 (32)	3.24 (15)	3.22 (14)	3.53 (12)	1.21	4,74	0.31
Textbooks							
4.11 (6)	3.77 (32)	3.58 (15)	3.55 (14)	3.96 (12)	1.88	4,74	0.12
Teacher's Manual							
3.75 (6)	3.52 (32)	3.33 (15)	3.38 (14)	3.65 (12)	1.07	4,74	0.38

[†] Number of subjects reported in parentheses below the mean.

Administrator response to each of the three questionnaire sections on Resources as a function of the amount of in-service training is reported in Table 107. Like supervisors, no statistically significant differences

Table 107: Administrator response to items on resource availability and quality by amount of in-service training attended

Amount							
None mean[†]	< 1 month mean[†]	1-3 months mean[†]	4-12 months mean[†]	1-2 years mean[†]	F	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials							
3.28 (24)	3.41 (30)	3.20 (35)	3.14 (26)	3.11 (36)	1.13	4,146	0.34
Textbooks							
3.83 (24)	3.91 (30)	3.65 (35)	3.99 (26)	3.78 (36)	1.61	4,146	0.33
Teacher's Manual							
3.86 (24)	3.71 (29)	3.60 (34)	3.75 (26)	3.70 (36)	< 1	4,144	

[†] Number of subjects reported in parentheses below the mean.

were found between administrators at each level of in-service training in the response they gave to human and physical resources (staff, equipment, materials and facilities) [F(4,146) = 1.13, p = 0.34], textbooks [F(4,146) = 1.61, p = 0.33], and the teacher's manual [F(4,144) < 1].

g. Location Of In-Service Training

In order to assess if responses differed as a function of where the respondents had received their in-service training, respondents were divided by whether or not they were trained inside Oman. Below, the results of the statistical comparisons of teacher, supervisor, and administrator response to Theory, Process and Practice, and Resources sections of the questionnaire are given as a function of whether in-service training was received outside or within Oman.

1. THEORY

The results obtained from the statistical analyses of the response given by teachers to Omani educational objective items as a function of location of in-service training are reported in Table 108 by subject matter taught.

Statistically significant differences in responses to Omani educational objective items were found only among science teachers [t(91) = -2.91, p = 0.03]. In this case, science teachers trained outside of Oman (mean = 3.94) reported significantly great agreement with these items than science teachers trained in Oman (mean = 3.65). No statistically significant differences in responses to Omani educational objective items were found among Islamic education, Arabic language, mathematics, social studies, or English language teachers that had received their in-service training either inside or outside of Oman [t(76) = 0.59, p = 0.56; t(128) = 0.62, p = 0.54; t(110) = 0.96, p = 0.34; t(106) = 0.25, p = 0.80; and t(133) = 0.29, p = 0.77, respectively].

Table 108: Teacher response to items on Omani Educational Objectives by location of in-service training

	Location				
Subject Taught	Inside Oman mean[+]	Outside Oman mean[+]	t	df	p
Islamic Education	4.21 (32)	4.13 (46)	0.59	76	0.56
Arabic Language	4.11 (45)	4.04 (85)	0.62	128	0.54
Mathematics	3.73 (39)	3.60 (73)	0.96	110	0.34
Science	3.65 (30)	3.94 (63)	-2.71	91	0.03*
Social Studies	4.05 (41)	4.02 (67)	0.25	106	0.80
English Language	3.64 (68)	3.61 (67)	0.29	133	0.77

[+] Number of subjects reported in parentheses below the mean.
* significant difference

The statistical analysis of supervisor response to Omani educational objective items as a function of location of in-service training is reported in Table 109. No statistically significant differences in response to these items were found between supervisors trained inside or outside of Oman [t(63) = -0.67, p = -.50].

Table 109: Supervisor response to items on Omani Educational Objectives by location of in-service training

Location				
Inside Oman mean+	Outside Oman mean+	t	df	p
3.59 (16)	3.72 (49)	-0.67	63	0.50

+ Number of subjects reported in parentheses below the mean.

The statistical analysis of administrator response to Omani educational objective items as a function of location of in-service training is reported in Table 110. Like supervisors, no statistically significant differences in response to these items were found between administrator trained inside or outside of Oman [t(126) = 0.32, p = 0.75].

Table 110: Administrator response to items on Omani Educational Objectives by location of in-service training

Location				
Inside Oman mean+	Outside Oman mean+	t	df	p
4.04 (51)	4.01 (77)	0.32	126	0.75

+ Number of subjects reported in parentheses below the mean.

2. PROCESS AND PRACTICE

The results obtained from the statistical analyses of teacher response to classroom activity items (methods of instruction and student assessment) as a function of location of in-service training are reported in Table 111 by subject matter taught.

No statistically significant differences in response to these items were found between teachers, of any subject matter area, trained inside or outside of Oman: Islamic studies -t(76) = 1.08, p = 0.28; Arabic language - t(129) = -0.05, p = 0.96; mathematics - t(110) = 0.71, p = 0.48; science - t(91) = -1.80, p = 0.08; social studies - t(106) = 0.90, p = 0.37; or English language - t(131) = -0.05, p = 0.96.

Table 111: Teacher response to items on methods of instruction and student assessment by location of in-service training

	Location				
Subject Taught	Inside Oman mean^{+}	Outside Oman mean^{+}	t	df	p
Islamic Education	4.05 (32)	3.93 (46)	1.08	76	0.28
Arabic Language	3.86 (45)	3.86 (86)	-0.05	129	0.96
Mathematics	3.70 (39)	3.63 (73)	0.71	110	0.48
Science	3.69 (30)	3.87 (63)	-1.80	91	0.08
Social Studies	3.81 (41)	3.72 (67)	0.90	106	0.37
English Language	3.51 (66)	3.52 (67)	-0.05	131	0.96

$^{+}$ Number of subjects reported in parentheses below the mean.

The statistical analysis of supervisor response to classroom activity items (methods of instruction and student assessment) as a function of location of in-service training is reported in Table 112. Like teachers, no statistically significant differences in response to these items were found between supervisors trained inside or outside of Oman [t(63) = -0.46, p = 0.64].

Table 112: Supervisor response to items on methods of instruction and student assessment by location of in-service training

Location				
Inside Oman mean⁺	Outside Oman mean⁺	t	df	p
3.50 (16)	3.57 (49)	-0.46	63	0.64

⁺ Number of subjects reported in parentheses below the mean.

The statistical analysis of administrator response to classroom activity items (methods of instruction and student assessment) as a function of location of in-service training is reported in Table 113. Like teachers and supervisors, no statistically significant differences in response to these items were found between administrators trained inside or outside of Oman [t(126) = 0.55, p = 0.58].

Table 113: Administrator response to items on methods of instruction and student assessment by location of in-service training

Location				
Inside Oman mean⁺	Outside Oman mean⁺	t	df	p
3.81 (51)	3.76 (77)	0.55	126	0.58

⁺ Number of subjects reported in parentheses below the mean.

3. RESOURCES

The results obtained from the statistical analyses of teacher response to each of the three questionnaire sections of Resources as a function of location of in-service training are reported in Table 114 by subject matter taught.

Table 114: Teacher response to items on resource availability and quality by location of in-service training

Subject Taught	Location		t	df	p
	Inside Oman mean+	Outside Oman mean+			
Human and Physical Resources: Staff, Equipment, Facilities, and Materials					
Islamic Education	3.59 (29)	3.43 (41)	0.95	68	0.35
Arabic Language	3.48 (44)	3.29 (85)	1.31	127	0.19
Mathematics	2.93 (38)	2.84 (73)	0.69	109	0.49
Science	2.98 (30)	3.24 (60)	-1.96	91	0.05*
Social Studies	2.88 (41)	3.00 (67)	-0.97	106	0.34
English Language	3.48 (66)	3.51 (67)	-0.25	131	0.80
Textbooks					
Islamic Education	4.03 (28)	3.96 (41)	0.44	67	0.66
Arabic Language	3.79 (42)	3.72 (82)	0.52	122	0.60
Mathematics	3.32 (38)	3.46 (71)	-1.00	107	0.32
Science	3.41 (30)	3.77 (63)	-3.21	91	< 0.01*
Social Studies	3.76 (40)	3.70 (67)	0.47	105	0.64
English Language	3.87 (66)	3.81 (66)	0.73	130	0.47
Teacher's Manual					
Islamic Education	3.86 (27)	3.79 (41)	0.40	66	0.69
Arabic Language	3.71 (43)	3.71 (82)	-0.01	123	0.99
Mathematics	3.31 (38)	3.30 (72)	0.06	108	0.95
Science	3.32 (30)	3.63 (63)	-2.66	91	< 0.01*
Social Studies	3.62 (40)	3.66 (65)	-0.32	103	0.75
English Language	3.81 (63)	3.69 (64)	1.44	125	0.15

+ Number of subjects reported in parentheses below the mean.
* = significant difference

Islamic education, Arabic language, mathematics, social studies, and English language teachers trained either inside or outside of Oman did not differ, statistically, in their response to any type of Resource items including human and physical resources, textbook resources, or teacher's manual resources. In contrast, science teachers trained either inside or outside of Oman differed significantly in the responses they gave to each Resource questionnaire section: human and physical resources - $t(91) = -1.96$, $p = 0.05$; textbook resources - $t(91) = -3.21$, $p < 0.01$; and teacher's manual resources - $t(91) = -2.66$, $p < 0.01$. In each case, science teachers trained outside of Oman found the respective Resource to be more available and of better quality than science teachers trained within Oman (see Table 114).

The statistical analyses of supervisor response to each of the three questionnaire sections on Resources as a function of location of in-service training is reported in Table 115. No statistically significant differences in response to any of these items were found between supervisors trained inside or outside of Oman: human and physical resources - $t(63) = 0.47$, $p = 0.64$; textbook resources - $t(63) = 0.90$, $p = 0.37$; or teacher's manual resources - $t(63) = 1.20$, $p = 0.24$.

Table 115: Supervisor response to items on resource availability and quality by location of in-service training

Location				
Inside Oman mean[+]	Outside Oman mean[+]	t	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials				
3.38 (16)	3.29 (49)	0.47	63	0.64
Textbooks				
3.92 (16)	3.79 (49)	0.90	63	0.37
Teacher's Manual				
3.69 (16)	3.51 (49)	1.20	63	0.24

[+] Number of subjects reported in parentheses below the mean.

The statistical analyses of administrator response to each of the three questionnaire sections on Resources as a function of location of in-service training are reported in Table 116.

The response given by administrators trained inside or outside of Oman to human and physical resource items (staff, equipment, facilities, and materials) differed significantly [t(126) = -2.06, p = 0.04], such that those administrators trained outside of Oman (mean = 3.28) reported slightly, but significantly, more satisfaction with the quality and availability of these resources than administrators trained inside Oman (mean = 3.06).

Administrators did not give statistically different responses to textbook [t(126) = -0.08, p = 0.93] or teacher's manual [t(124) = 0.26, p = 0.80] resource items as a function of the location in which they received their in-service training.

Table 116: Administrator response to items on resource availability and quality by location of in-service training

Location				
Inside Oman mean⁺	Outside Oman mean⁺	t	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials				
3.06 (51)	3.28 (77)	-2.07	126	0.04*
Textbooks				
3.80 (51)	3.81 (77)	-0.08	126	0.93
Teacher's Manual				
3.70 (51)	3.67 (75)	-0.26	124	0.80

⁺ Number of subjects reported in parentheses below the mean.
* significantly different.

h. Workshop Attendance

Teachers (by subject taught), supervisors, and administrator were divided into groups by the number of workshops they had attended: none (0), one (1), two (2), three (3), or more than 3 (3+).

1. THEORY

The results obtained from the statistical analyses of teacher response to Omani educational objective items as a function of workshop attendance are reported in Table 117 by subject matter taught.

Across subject matter areas, teacher response by the number of workshops attended did not differ statistically: Islamic education - F(4,119) > 1; Arabic language - F(4, 166) > 1; mathematics F(4,146) > 1; science -F(4,126) = 1.12, p = 0.35; social studies - F(4,138) = 2.23, p = 0.07; and English language - F(4,147) = 1.27, p = 0.28.

Table 117: Teacher response to items on Omani Educational Objectives by number of workshops attended

	Number							
Subject Taught	None mean[+]	1 mean[+]	2 mean[+]	3 mean[+]	3+ mean[+]	F	df	p
Islamic Education	4.14 (59)	4.31 (27)	4.21 (12)	4.03 (10	4.18 (16)	< 1	4,119	
Arabic Language	3.99 (42)	4.10 (38)	4.08 (41)	4.11 (28)	4.08 (22)	< 1	4,166	
Mathematics	3.66 (31)	3.71 (47)	3.49 (32)	3.42 (22)	3.54 (19)	< 1	4,146	
Science	3.88 (27)	3.80 (41)	3.99 (34)	3.62 (13)	3.81 (16)	1.12	4,126	0.35
Social Studies	3.73 (18)	3.96 (31)	3.91 (33)	4.07 (36)	4.19 (25)	2.23	4,138	0.07
English Language	3.81 (22)	3.81 (14)	3.69 (14)	3.46 (9)	3.53 (93)	1.27	4,147	0.28

[+] Number of subjects reported in parentheses below the mean.

The statistical analysis of supervisor response to Omani educational objective items as a function of workshop attendance is reported in Table 118. Like teachers, no statistically significant differences in response to these items were found between supervisors that attended different numbers of workshops [F(4,60) = 1.05, p = 0.38].

Table 118: Supervisor response to items on Omani Educational Objectives by number of workshops attended

	Number							
	None mean†	1 mean†	2 mean†	3 mean†	3+ mean†	F	df	p
	4.06 (9)	3.70 (11)	3.66 (13)	3.63 (6)	3.55 (26)	1.05	4,60	0.38

† Number of subjects reported in parentheses below the mean.

The statistical analysis of administrator response to Omani educational objective items as a function of workshop attendance is reported in Table 119. Like teachers and supervisors, no statistically significant differences in response to these items were found between administrators that attended different numbers of workshops [F(4,134) > 1].

Table 119: Administrator response to items on Omani Educational Objectives by number of workshops attended

	Number							
	None mean†	1 mean†	2 mean†	3 mean†	3+ mean†	F	df	p
	4.04 (64)	4.03 (22)	4.07 (18)	4.19 (8)	4.00 (27)	< 1	4,134	

† Number of subjects reported in parentheses below the mean.

2. PROCESS AND PRACTICE

The results obtained from the statistical analyses of teacher response to classroom activity items (methods of instruction and student assessment) as a function of workshop attendance are reported in Table 120 by subject matter taught.

Table 120: Teacher response to items on methods of instruction and student assessment by number of workshops attended

	Number							
Subject Taught	None mean†	1 mean†	2 mean†	3 mean†	3+ mean†	F	df	p
Islamic Education	3.99 (59)	4.12 (27)	4.03 (12)	3.97 (10)	3.92 (16)	< 1	4,119	
Arabic Language	3.85 (43)	3.87 (37)	3.85 (40)	3.94 (28)	3.96 (22)	< 1	4,165	
Mathematics	3.67 (31)	3.67 (47)	3.46 (32)	3.57 (22)	3.64 (19)	< 1	4,146	
Science	3.71 (24)	3.70 (41)	3.90 (34)	3.72 (13)	3.73 (16)	1.17	4,126	0.33
Social Studies	3.44 (18)	3.76 (31)	3.72 (33)	3.72 (36)	3.92 (25)	2.50	4,138	0.05*
English Language	3.77 (91)	3.63 (9)	3.47 (13)	3.62 (14)	3.38 (22)	3.17	4,144	0.02*

† Number of subjects reported in parentheses below the mean.
A Scheffe pairwise comparison of the group means found * teachers attending 3+ workshops differed significantly from teahers attending none.

Workshop attendance did not statistically differentiate the response given to classroom activity items by Islamic education [F(4,119) > 1]., Arabic language [F(4,165) > 1], mathematics [F(4,146) > 1], or science teachers [F(4,126) = 1.17, p = 0.33] teachers. In contrast, social studies teachers and also English language teachers did give significantly different responses to these items as a function of workshop attendance. A post-hoc Scheffe pairwise comparison probe of the group means in each of these significant analyses found the following results.

a. Social studies teachers attending 3+ workshops (mean = 3.92) reported greater agreement with classroom activity items than social studies teachers that had attended no workshops (mean = 3.44). Social studies teachers attending 1, 2, or 3 workshops gave a mean response intermediate to, but not statistically different from social studies teachers attending either 0 or 3+ workshops.

b. English language teachers attending no workshops (mean = 3.77) reported significantly greater agreement with classroom activity items than english language teachers attending 3+ workshop (mean = 3.38). English language teachers attending 1, 2, or 3 workshops gave a mean response intermediate too, but not statistically different from english language teachers attending either 0 or 3+ workshops.

The statistical analysis of supervisor response to classroom activity items (methods of instruction and student assessment) as a function of workshop attendance is reported in Table 121. No statistically significant differences in response to these items were found between supervisors attending different numbers of workshops [F(4,60) > 1].

Table 121: Supervisor response to items on methods of instruction and student assessment by number of workshops attended

Number							
None mean†	1 mean†	2 mean†	3 mean†	3+ mean†	F	df	p
3.71 (9)	3.65 (11)	3.53 (13)	3.43 (6)	3.43 (26)	< 1	4,60	

† Number of subjects reported in parentheses below the mean.

The statistical analysis of administrator response to classroom activity items (methods of instruction and student assessment) as a function of workshop attendance is reported in Table 122. A statistically significant difference in response to these items by workshop attendance was found [$F(4, 134) = 3.33$, $p > 0.01$]. However, the post-hoc Scheffe probe did not isolate any two (or more) specific levels of workshop attendance as differing significantly (at $p > 0.05$).

Table 122: Administrator response to items on methods of instruction and student assessment by number of workshops attended

Number							
None mean+	1 mean+	2 mean+	3 mean+	3+ mean+	F	df	p
3.82 (64)	3.92 (22)	3.65 (18)	4.18 (8)	3.63 (27)	3.33	4,134	0.01*

+ Number of subjects reported in parentheses below the mean.
A Scheffe pairwise comparison of the group means found * no two groups differed significantly.

3. RESOURCES

The results obtained from the statistical analyses of teacher response to each of the three questionnaire sections on Resources as a function of workshop attendance are reported in Table 123 by subject matter taught.

Table 123: Teacher response to items on resource availability and quality by number of workshops attended

Subject Taught	None mean[+]	1 mean[+]	2 mean[+]	3 mean[+]	3+ mean[+]	F	df	p
	Number							
Human and Physical Resources: Staff, Equipment, Facilities, and Materials								
Islamic Education	3.39 (57)	3.60 (27)	3.78 (9)	3.35 (9)	3.37 (14)	< 1	4,111	
Arabic Language	3.23 (42)	3.45 (38)	3.14 (40)	3.47 (28)	3.79 (22)	2.87	4,165	0.03[*]
Mathematics	2.82 (31)	2.92 (47)	2.71 (31)	2.94 (20)	2.84 (19)	< 1	4,143	
Science	3.29 (27)	3.04 (41)	3.25 (34)	3.12 (13)	2.89 (16)	1.69	4,126	0.16
Social Studies	2.65 (18)	2.89 (31)	2.90 (33)	2.98 (36)	3.13 (25)	1.49	4,138	0.21
English Language	3.66 (22)	3.49 (14)	3.43 (13)	3.48 (9)	3.40 (90)	< 1	4,143	
Textbooks								
Islamic Education	3.94 (57)	4.16 (27)	4.04 (9)	3.79 (9)	3.96 (13)	< 1	4,110	
Arabic Language	3.67 (41)	3.80 (38)	3.72 (39)	3.72 (25)	4.12 (16)	1.21	4,154	0.31
Mathematics	3.33 (30)	3.50 (47)	3.29 (31)	3.27 (20)	3.41 (18)	< 1	4,141	
Science	3.62 (27)	3.56 (41)	3.73 (34)	3.54 (13)	3.56 (16)	< 1	4,126	
Social Studies	3.28 (18)	3.70 (31)	3.70 (32)	3.7[illegible] (36)	3.92 (25)	2.93	4,137	0.02[#]
English Language	4.00 (21)	3.88 (13)	3.67 (13)	3.97 (9)	3.84 (90)	< 1	4,141	
Teacher's Manual								
Islamic Education	3.76 (56)	4.03 (27)	3.75 (9)	3.70 (9)	3.77 (13)	< 1	4,109	
Arabic Language	3.76 (42)	3.73 (37)	3.67 (38)	3.66 (25)	4.02 (16)	1.01	4,153	0.40
Mathematics	3.26 (31)	3.42 (47)	3.22 (31)	3.33 (20)	3.22 (19)	< 1	4,143	1
Science	3.62 (27)	3.38 (41)	3.61 (34)	3.55 (13)	3.40 (16)	1.23	4,126	0.30
Social Studies	3.26 (18)	3.57 (31)	3.55 (32)	3.67 (35)	3.86 (23)	3.69	4.134	< 0.01[#]
English Language	3.90 (20)	3.88 (13)	3.60 (13)	3.83 (9)	3.73 (89)	1.10	4,139	0.36

[+] Number of subjects reported in parentheses below the mean.
A Scheffe pairwise comparison of the group means found: [*] no two groups differed significantly; [#] teachers attending 3+ workshops differed significantly from teachers attending none.

A statistically significant difference was found as a function of the number of workshops attended by Arabic language teachers [F(4,165) = 2.87, p = 0.03]. However, the post-hoc Scheffe pairwise comparison probe did not isolate two (or more) specific levels of workshop attendance as significantly different (at $p > 0.05$). No other statistically significant differences were isolated from the comparison of teacher response by number of workshops attended: Islamic education [$F(4,111) > 1$]; mathematics [$F(4,143) > 1$]; science [$F(4,126) = 1.69$, $p = 0.16$]; social studies [$F(4,138) = 1.49$, $p = 0.21$]; and English language [$F(4,143) > 1$].

In response to textbook items and teacher's manual items, social studies teachers gave statistically different responses as a function of the number of workshops they had attended [$F(4,137) = 2.93$, $p = 0.02$ and $F(4,134) = 3.69$, $p > 0.01$, respectively]. In both analyses, the post-hoc Scheffe pairwise comparison probe found social studies teachers attending 3+ workshops (mean textbook = 3.92 and mean teacher's manual = 3.86) reported significantly greater satisfaction with these resources than teachers attending no workshop (mean textbook = 3.28 and mean teacher's manual = 3.260).

The response given to textbook and teacher's manual items by teachers across all other subject matter areas did not differ statistically as a function of workshop attendance (see Table 123).

The results obtained from the statistical analyses of supervisor response to each of the three questionnaire sections on Resources as a function of workshop attendance are reported in Table 124. No statistically significant differences in response to any of the Resources were found between supervisors that attended different numbers of workshops: human and physical resources [F(4,59) > 1]; textbooks [F(4,59) > 1]; and teacher's manual [F(4,59) > 1].

Table 124: Supervisor response to item on resource availability and quality by number of workshops attended

Number							
None mean[†]	1 mean[†]	2 mean[†]	3 mean[†]	3+ mean[†]	F	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials							
3.00 (8)	3.30 (11)	3.31 (13)	3.03 (6)	3.34 (26)	< 1	4,59	
Textbooks							
3.93 (8)	3.68 (11)	3.67 (13)	3.77 (6)	3.81 (26)	< 1	4,59	
Teacher's Manual							
3.70 (8)	3.42 (11)	3.34 (13)	3.47 (6)	3.58 (26)	< 1	4,59	

[†] Number of subjects reported in parentheses below the mean.

The results obtained from the statistical analyses of administrator response to each of the three questionnaire sections on Resources as a function of workshop attendance is reported in Table 125. Workshop attendance significantly differentiated the response given by administrator to human and physical resource items (staff, equipment, facilities, and materials) [F(4,134) = 2.71, p = 0.03]. The post-hoc Scheffe pairwise comparison probe of this effect found administrators attending three workshops (mean = 3.92) to report greater satisfaction with human and physical resources than administrators attending no workshop (mean =

toward increasing satisfaction with these resources with increasing workshop attendance, since administrators attending 3+ workshops (mean = 3. 23) reported a level of satisfaction more similar to those administrators attending no workshops.

Table 125: Administrator response to item on resource availability and quality by number of workshops attended

Number							
None mean[+]	1 mean[+]	2 mean[+]	3 mean[+]	3+ mean[+]	F	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials							
3.19 (64)	3.15 (22)	3.15 (18)	3.92 (8)	3.23 (27)	2.71	4,134	0.03[*]
Textbooks							
3.87 (64)	3.88 (22)	3.63 (18)	3.55 (8)	3.93 (27)	< 1	4,134	
Teacher's Manual							
3.76 (64)	3.84 (20)	3.44 (18)	3.54 (8)	3.83 (27)	1.83	4,132	0.13

[+] Number of subjects reported in parentheses below the mean.
A Scheffe pairwise comparison of the group means found [*] administrators attending 3+ workshops differed significantly from administrators attended none.

Administrator response to textbook and teacher's manual items did not differ statistically as a function of workshop attendance [F(4,134) < 1 and F(4, 132) = .83, p = 0.13, respectively].

2. Parametric Analysis Of The Five Factor Variables

a. Factor I: The Role of Curriculum Content and Practice in Developing the Various Components of the Student's Personality (Holistic versus Single Component)

1. THEORY

The results obtained from the statistical analyses of teacher response to Omani educational objective items as a function of their response to Factor I (the role of education in developing the student's personality) are reported in Table 126 by subject matter taught.

The teacher's attitude toward Factor I predicted the responses they gave to Omani educational objective items when the teacher was specialized in any subject matter area but science. Typically, those teachers that strongly supported a positive role for education in the development of the student's personality (Factor I) reported greater agreement with the Omani educational objective items than

Table 126: Teacher response to Omani educational objectives items as a function of their attitude toward Factor I - the role of curriculum content and practice in developing the various components of the student's personality (holistic verses single component)

	Type of Response					
Subject Taught	High mean†	Medium mean†	Low mean†	F	df	p
Islamic Education	4.27 (101)	3.97 (40)	---- (0)	8.77	1,139	$< 0.01^{\wedge}$
Arabic Language	4.18 (136)	3.82 (48)	3.58 (1)	7.39	2,184	$< 0.01^{**}$
Mathematics	3.73 (127)	3.37 (30)	2.69 (7)	11.80	2,161	$< 0.01^{*}$
Science	3.90 (111)	3.69 (24)	2.87 (3)	5.73	2,135	$< 0.01^{***\wedge}$
Social Studies	4.06 (122)	3.63 (23)	---- (0)	12.10	1,143	$< 0.01^{\wedge}$
English Language	3.75 (134)	3.06 (27)	2.46 (2)	18.66	2,160	$< 0.01^{*\wedge}$

† Number of subjects given in parentheses below the corresponding mean.

A Scheffe pairwise comparison of the group means found: ** the high group differed significantly from the medium group; * all three groups to differ significantly; $^{*\wedge}$ all three groups differ significantly, however, the number of subjects in the low group is too small to draw a reliable conclusion about the low group; $^{***\wedge}$ the high group differs significantly from the low group, however, the small number of subject in the low group compromises any conclusion.

$^{\wedge}$ significantly different.

teachers who only moderately supported this issue. The specific results are listed below by subject matter taught.

a. Islamic education teachers. Islamic education teachers supported either a strong (high response) or moderate (medium response) role for education in developing the student's personality (Factor I). The ANOVA comparing the responses given to Omani educational objective items by these two groups of Islamic education teachers obtained statistical significance [F(1,139) = 8.77, p < 0.01]; and finding that Islamic education teachers that strongly supported (high response) Factor I were in greater agreement (mean = 4.27) with the Omani educational objective items than Islamic education teachers that rated Factor I as only moderately (medium response) important (mean = 3.97).

b. Arabic language teachers. The one-way ANOVA revealed a statistically significant difference in the response given to Omani educational objective items by Arabic language teachers that rated the importance of developing the student's personality (Factor I) as either high, medium, or low [F(2,184) = 7.39, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe found Arabic language teachers that strongly supported (high response) Factor I to differed signficantly from Arabic language teachers that only moderately supported (medium response) this factor ($p < 0.05$). In this analysis, teachers in the former group reported signficantly greater agreement with the Omani educational objective items (mean = 4.18) than teachers in the latter group (mean = 3.82).

c. Mathematics teachers. The one-way ANOVA revealed a statistically significant difference in the response given to Omani educational objective items by mathematics teachers that rated the importance of developing the student's personality (Factor I) as either high, medium, or low [F(2,161) = 11.80, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe found all three groups (high, medium, and low) to differed significantly ($p < 0.05$). In this case, mathematics teachers that strongly supported (high response mean = 3.73), moderately supported (medium response mean = 3.37) or did not support (low response mean = 2.69) Factor I reported decreasing levels of agreement with the Omani educational objective items.

d. Science teachers. The one-way ANOVA revealed a statistically significant difference in the response given to Omani educational objective items by science teachers that rated the importance of Factor I as either high, medium, or low [F(2, 135) = 5.73, $p < 0.01$]. However, the subsequent Scheffe probe found this significant difference lay between science teachers that strongly supported (high response) Factor I and the very few science teachers ($n = 3$) that did not support (low response) this factor. The small number of subjects in the latter group compromises the reliability of this statistic, and, consequently, the conclusion.

e. Social Studies Teachers. Social studies teachers supported either a strong (high response) or moderate (medium response) role for education in the development of the student's personality (Factor I). The ANOVA comparing the response given to Omani educational objective items by these two groups of social studies teachers obtained statistical significance [F(1,143) = 12.10, $p < 0.01$] and finding that social studies teachers that strongly supported (high response) Factor I in greater agreement (mean = 4.06) with the Omani educational objective items than social studies teachers that rated Factor I as only moderately important (mean = 3.63).

f. English Language Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to Omani educational objective items by English language teachers that rated the importance of developing the student's personality (Factor I) as either high, medium, or low [F(2,160) = 18.66, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe isolated all three groups (high, medium, and low) as statistically different ($p < 0.05$), such that English language teachers that strongly supported (high response), moderately supported (medium response), or did not support (low response) Factor I reported decreasing levels of agreement with the the Omani educational objective items. However, the relationship between those teachers that did not support (low response) Factor I and the subsequent response they gave to the Omani educational objective items is confounded by the small number of subjects (n=2) in this group. Consequently, any conclusion about the low group would be premature.

The results obtained from the statistical analysis of supervisor response to Omani educational objective items as a function of their response to Factor I (the role of education in developing the student's personality) is reported in Table 127.

A statistically significant difference in response to Omani educational objective items was found between supervisors that either supported a strong (high response) or a moderate (medium response) role for education in developing the student's personality (Factor I) [F(1,90) = 4.71, p = 0.03]. Supervisors that strongly supported Factor I reported greater agreement with the Omani educational objective items (mean = 3.76) than supervisors that only moderately supported this factor (mean = 3.28).

Table 127: Supervisor response to Omani Educational Objective items as a function of their attitude toward Factor I - the role of curriculum content and practice in developing the various components of the student's personality (holistic verses single component)

	Type of Response					
	High mean†	Medium mean†	Low mean†	F	df	p
	3.76 (82)	3.28 (10)	---- (0)	4.71	1,90	0.03*

† Number of subjects reported in parentheses below the mean.
* Significantly different

The results obtained from the statistical analysis of administrator response to Omani educational objective items as a function of their response to Factor I (the role of education in developing the student's personality) is reported in Table 128. No statistically significant differences in the response given to Omani educational objective items were found between administrators that differed in the importance they placed on developing the student's personality (Factor I) [F(2,158) = 2.29, p = 0.10].

Table 128: Administrator response to Omani Educational Objective items as a function of their attitude toward Factor I - the role of curriculum content and practice in developing the various components of the student's personality (holistic verses single component)

Type of Response					
High mean*	Medium mean*	Low mean*	F	df	p
4.08 (132)	3.85 (28)	3.66 (1)	2.29	2,158	0.10

* Number of subjects reported in parentheses below the mean.

2. PROCESS AND PRACTICE

The results obtained from the statistical analyses of teacher response to classroom activity items (methods of instruction and student assessment) as a function of their response to Factor I (the role of education in developing the student's personality) are reported in Table 129 by subject matter taught.

The teacher's attitude toward Factor I predicted the responses they gave to classroom activity items when the teacher specialized in either Arabic language [$F(2,182) = 7.78$, $p < 0.01$], mathematics [$F(2,161) = 30.99$, $p < 0.01$], or English language [$F(2,157) = 7.28$, $p < 0.01$].

The post-hoc Scheffe pairwise comparison probe of the Arabic language teacher analysis and the English language teacher analysis found, in each case, a statistically significant difference between teachers that strongly supported (high response) Factor I and teachers that moderately supported (medium response) Factor I ($p < 0.05$). In both cases, teachers that strongly supported Factor I reported greater agreement with classroom activity items (Arabic language mean = 3.96/English language mean = 3.56) than teachers that moderately supported this factor (a Arabic language mean = 3.61/English language mean = 3.19). The Scheffe pairwise comparison probe of the mathematics teacher analysis found a statistically significant difference between mathematics teachers that strongly (high response) or moderately (medium response) supported Factor I, and mathematics teachers that did *not* support (low response) this factor (Factor I). In this case, mathematics teachers that strongly or moderately supported Factor I reported greater agreement with classroom activity items (mean of 3. 71 and 3.48, respectively) than mathematics teachers that did notsupport this factor (mean = 2.34).

Table 129: Teacher response to method of instruction and student asssessment items as a function of their attitude toward Factor I - the role of curriculum content and practice in developing the various components of the student's personality (holistic verses single component)

	Type of Response					
Subject Taught	High mean†	Medium mean†	Low mean†	F	df	p
Islamic Education	4.04 (101)	3.95 (40)	---- (0)	< 1	1,139	
Arabic Language	3.96 (138)	3.61 (46)	3.43 (1)	7.78	2,182	< 0.01**
Mathematics	3.71 (127)	3.48 (30)	2.34 (7)	30.99	2,161	< 0.01***
Science	3.82 (111)	3.69 (24)	2.78 (3)	9.12	2,135	< 0.01$^{***'}$
Social Studies	3.76 (122)	3.55 (23)	---- (0)	3.56	1,143	0.06
English Language	3.56 (131)	3.19 (27)	2.91 (2)	7.28	2,157	< 0.01**

† Number of subjects given in parentheses below the corresponding mean.

A Scheffe pairwise comparison of the group means found: ** the high group differs significantly from the middle group; *** the high and middle group differ significantly from the low group; $^{***'}$ the high and middle groups differ significantly from the low group, however, the small number of subjects in the low group compromises any conclusion.

No statistically significant differences in response to classroom activity items as a function of the importance placed on developing the student's personality were found among Islamic education teachers [F(1,139) < 1] or social studies teachers [F(1,143) = 3.56, p = 0.06].

Finally, although the analysis of the science teacher response to classroom activity items as a function of the science teachers response to Factor I, obtained statistical significance, the post-hoc Scheffe pairwise comparison probe found this difference to reflect the response given by the few science teachers that did not support (low response) Factor I. Consequently, because of the small sample size (n=2), this result is not statistically reliable.

The results obtained from the statistical analysis of supervisor response to classroom activity items (methods of instruction and student assessment) as a function of their response to Factor I (the role of education in developing the student's personality) is reported in Table 130. No statistically significant differences in supervisor response to classroom activity items were found as a function of the supervisor response to Factor I [F(1,90) < 1].

Table 130: Supervisor response to methods of instruction and student assessment items as a function of their attitude toward Factor I - the role of curriculum content and practice in developing the various components of the student's personality (holistic verses single component)

	Type of Response					
	High mean*	Medium mean*	Low mean*	F	df	p
	3.59 (82)	3.43 (10)	---- (0)	< 1	1,90	

* Number of subjects reported in parentheses below the mean.

The results obtained from the statistical analysis of administrator response to classroom activity items (methods of instruction and student assessment) as a function of their response to Factor I (the role of education in developing the student's personality) is reported in Table 131.

A statistically significant difference in response to classroom activity items was found between administrators that rated the importance of developing the student's personality as either high, medium, or low [F(2,158) = 3.72, $p < 0.03$]. The post-hoc Scheffe pairwise comparison probe of this analysis found administrators that strongly supported (high response) Factor I were statistically in greater agreement (mean = 3.85) with the classroom activity items than administrators that moderately supported (medium response) this factor (mean = 3.60).

Table 131: Administrator response to methods of instruction and student assessment items as a function of their attitude toward Factor I - the role of curriculum content and practice in developing the various components of the student's personality (holistic verses single component)

	Type of Response					
	High mean[†]	Medium mean[†]	Low mean[†]	F	df	p
	3.85 (132)	3.60 (28)	3.68 (1)	3.72	2,158	< 0.03[**]

[†] Number of subjects reported in parentheses below the mean.

[**] A Scheffe pairwise comparison of the group means found the high and medium groups to differ significantly.

3. RESOURCES

The results obtained from the statistical analyses of teacher response to each of the three questionnaire sections on Resources as a function of their response to Factor I (the role of education in developing the student's personality) are reported in Table 132 by subject matter taught.

Teacher response to human and physical resource items (staff, equipment, materials, and facilities) did not differ as a function of their response to Factor I when the teachers were specialized in either Islamic education [$F(1,131) < 1$], Arabic language [$F(2,182) = 2.06$, $p = 0.13$], mathematics [$F(2,158) = 2.04$, $p = 0.13$], science [$F(2,135) = 1.75$, $p = 0.18$], or social studies [$F(1,143) = 1.02$, $p = 0.32$]. English language teachers, compared by their attitude toward Factor I, did differ statistically in the response they gave to human and physical resource items [$F(2,156) = 7.42$, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe of this analysis isolated a statistically significant difference between English language teachers that either strongly supported (high response) or moderately supported (medium response) a role for education in developing the student's personality ($p < 0.05$). Specifically, those teachers that strongly supported Factor I reported greater satisfaction with the human and physical resources (mean = 3.54) than teachers that only moderately supported this factor (mean = 3.14).

Teacher response to the textbook items as a function of their response to Factor I differed significantly among Arabic language teachers [F(1,171) = 14.01, p < 0.01], social studies teachers [F(1,142) = 7.52, p < 0.01], and English language teachers [F(2,153) = 6.72, p < 0.01]. In each case, the significant difference fell between teachers that strongly supported (high response) Factor I and teachers that only moderately supported (medium response) Factor I. The mean response given to textbook items by arabic language, social studies, and english language teachers that strongly supported a role for education in developing the student's personality (Factor I) were 3.89, 3.77, and 3.92, respectively, and indicate greater satisfaction with the textbook items than teachers that moderately supported this issue, whose mean response to these resource items were 3.43, 3.38, ad 3.61 respectively.

The response given to textbook items by Islamic education teachers and also mathematics teachers was unrelated to the response they gave to Factor I [F(1,130) = 2.30, p = 0.13 and F(2,156) = 2.33, p = 0.10, respectively].

Finally, a statistically significant one-way ANOVA was obtained in the comparison of the science teacher response to textbook items, by their response to Factor I [F(2,135) = 3.71, p < 0.03]. However, this result was compromised by the small number of science teachers (n=2) that did not support Factor I.

The results obtained from the analyses of teacher response to teacher's manual items as a function of their response to Factor I are similar to the results obtained from the analyses, presented above, on textbook items. Significant differences were found among Arabic language teachers [$F(1,171) = 8.07$, $p < 0.01$], social studies teachers [$F(1,138) = 5.67$, $p = 0.02$], and English language teachers [$F(2,147) = 4.61$, $p < 0.02$], while non-significant differences were found among Islamic education teachers [$F(1,129) = 1.59$, $p = 0.21$], mathematics teachers [$F(2,158) = 2.69$ $p = 0.07$], and science teachers [$F(2,135) = 2.84$, $p = 0.06$].

The significant differences, in each case, fell between teachers that strongly supported (high response) a curriculum that promoted the development of the student's personality (Factor I) and teachers that only moderately supported (medium response) this type of curriculum ($p < 0.05$). Among these groups of teachers, those that strongly supported Factor I reported greater satisfaction with the teacher's manual than those that only moderately supported this factor.

Table 132: Teacher response to items on the availability and quality of resources as a function of their attitude toward Factor I - the role of curriculum content and practice in developing the various components of the student's personality (holistic verses single component)

	Type of Response					
Subject Taught	High mean†	Medium mean†	Low mean†	F	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials						
Islamic Education	3.51 (97)	3.39 (36)	---- (0)	< 1	1,131	
Arabic Language	3.43 (136)	3.15 (48)	3.35 (1)	2.06	2,182	0.13
Mathematics	2.81 (126)	2.95 (29)	3.30 (6)	2.04	2,158	0.13
Science	3.20 (111)	2.94 (24)	3.05 (3)	1.75	2,135	0.18
Social Studies	2.96 (122)	2.81 (23)	---- (0)	1.02	1,143	0.32
English Language	3.54 (130)	3.14 (27)	2.61 (2)	7.42	2.156	< 0.01**
Textbooks						
Islamic Education	4.04 (97)	3.84 (35)	---- (0)	2.30	1,130	0.13
Arabic Language	3.89 (132)	3.43 (41)	---- (0)	14.01	1,171	< 0.01°
Mathematics	3.44 (124)	3.21 (29)	2.98 (6)	2.33	2,156	0.10
Science	3.67 (111)	3.54 (24)	2.83 (3)	3.71	2.135	0.03*****°
Social Studies	3.77 (121)	3.38 (23)	---- (0)	7.52	1,142	< 0.01°
English Language	3.92 (128)	3.61 (26)	2.90 (2)	6.72	2,153	< 0.01****°
Teacher's Manual						
Islamic Education	3.86 (96)	3.76 (35)	---- (0)	1.59	1,129	0.21
Arabic Language	3.82 (133)	3.50 (40)	---- (0)	8.07	1,171	< 0.01°
Mathematics	3.37 (125)	3.14 (29)	2.92 (7)	2.69	2,158	0.07
Science	3.57 (111)	3.34 (24)	3.09 (3)	2.84	2,135	0.06
Social Studies	3.64 (120)	3.34 (20)	---- (0)	5.67	1,138	0.02°
English Language	3.80 (122)	3.54 (26)	3.21 (2)	4.61	2,147	0.02**

† Number of subjects given in parentheses below the corresponding mean.

A Scheffe pairwise comparison of the group means found: ** the high group differs significantly from the middle group; *****° the high group differs significantly from the low group, however the small number of subjects in the low group compromises any conclusion; ****° the high group differs significantly from both the middle and low groups, however, the number of subjects in the low group is too small to draw any reliable conclusions about the low group.

° significantly different.

The results obtained from the statistical analyses of supervisor response to each of the three questionnaire sections on Resources as a function of their response to Factor I (the role of education in developing the student's personality) are reported in Table 133. No statistically significant differences in response to human and physical resources [F(1,89) < 1], textbooks [F(1,89) = 3.88, p = 0.52], or the teacher's manual [F(1,89) = 1.04, p = 0.31] were found between supervisors that differed in the level of support they gave to Factor I.

Table 133: Supervisor response to items on the availability and quality of resources as a function of their attitude toward Factor I - the role of curriculum content and practice in developing the various components of the student's personality (holistic verses single component)

Type of Response					
High mean†	Medium mean†	Low mean†	F	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials					
3.27 (82)	3.35 (9)	---- (0)	< 1	1,89	
Textbooks					
3.80 (82)	3.41 (9)	---- (0)	3.88	1,89	0.052
Teacher's Manual					
3.53 (82)	3.34 (9)	---- (0)	1.04	1,89	0.31

† Number of subjects reported in parentheses below the mean.

The results obtained from the statistical analyses of administrator response to each of the three questionnaire sections on Resources as a function of their response to Factor I (the role of education in developing the student's personality) are reported in Table 134. No statistically significant differences in administrator response to human and physical resources [F(2,158) = 2.37, p = 0.10] or textbooks [F(2,158) = 2.76, p = 0.07] were found as a function of the administrators response to this factor.

Table 134: Administrator response to items on the availability and quality of resources as a function of their attitude toward Factor I - the role of curriculum content and practice in developing the various components of the student's personality (holistic verses single component)

Type of Response					
High mean†	Medium mean†	Low mean†	F	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials					
3.31 (132)	3.05 (28)	2.67 (1)	2.37	2,158	0.10
Textbooks					
3.89 (132)	3.62 (28)	3.09 (1)	2.76	2,158	0.07
Teacher's Manual					
3.80 (130)	3.49 (28)	3.21 (1)	4.25	2,156	< 0.02**

† Number of subjects reported in parentheses below the mean.

** A Scheffe pairwise comparison of the group means found the high and medium groups to differ significantly.

b. Factor II: The type of management policy in the classroom (democratic versus authoritarian); the degree of freedom for the teacher in choosing his/her own approaches.

1. THEORY

The results obtained from the statistical analyses of teacher response to Omani educational objective items as a function of teacher response to Factor II (classroom management policy: type and choice) are reported in Table 135.

Table 135: Teacher response to Omani educational objectives items as a function of their attitude toward Factor II - the type of management policy in the classroom (democratic versus authoritarian); the degree of freedom for the teacher in choosing his/her own approaches

	Type of Response					
Subject Taught	High mean†	Medium mean†	Low mean†	F	df	p
Islamic Education	4.21	4.10	----	< 1	1,137	
	(108)	(31)	(0)			
Arabic Language	4.17	3.75	3.19	9.76	2,181	$< 0.01^{**}$
	(144)	(39)	(1)			
Mathematics	3.76	3.40	2.89	8.81	2,161	$< 0.01^{****}$
	(106)	(53)	(5)			
Science	3.89	3.76	2.40	7.08	2,134	$< 0.01^{****'}$
	(105)	(30)	(2)			
Social Studies	4.05	3.73	----	7.64	1,143	$< 0.01^{*}$
	(117)	(28)	(0)			
English Language	3.73	3.38	2.56	6.42	2,160	$< 0.01^{**}$
	(116)	(46)	(1)			

† Number of subjects given in parentheses below the corresponding mean.

A Scheffe pairwise comparison of the group means found: **** the high group differs significantly from medium and low groups; ****' the high group to differ significantly from the medium and low groups, however, the number of subject in the low group is too small to draw any reliable conclusion about the low group; ** the high group differs significantly from the medium group.

* significantly different.

Teacher's response on toward Factor II predicted the response teachers gave to Omani educational objective items when the teacher specialized in Arabic language, mathematics, social studies, or English language. Typically, teachers who strongly prefered (high response) the use of a democratic classroom management policy (Factory II) reported greater agreement with the Omani educational objective items than teachers than moderately preferred, or, in some cases, did not prefer this policy. The specific results are listed below by subject matter taught.

a. Islamic Education Teachers. No statistically significant differences in response to Omani educational objective items were found among Islamic education teachers as a function of their response to Factor II [$F(1,137) < 1$].

b. Arabic Language Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to the Omani educational objective items by Arabic language teachers that reported either high, medium or low preference for a democratic classroom management policy (Factor II): $F(2,181(= 9.76$, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe isolated statistically, Arabic language teachers that strongly supported (high response) Factor II from Arabic language teachers that moderately supported (medium response) this factor ($p < 0.05$). Teachers in the former group agreed more strongly with the Omani educational objective items (mean = 4.17) than teachers in the latter group (mean = 3.75).

c. Mathematics teachers. The one-way ANOVA revealed a statistically significant difference in the response given to Omani educational objective items by mathematics teachers that reported either high, medium or low preference for a democratic classroom management policy (Factor II) [$F(22,161) = 8.81$, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe found the significant difference lay between mathematics teachers that strongly supported (high response) Factor II and mathematics teachers that either moderately supported (medium response) or did not support (low response) this factor ($p < 0.05$). The former group reported statistically greater agreement (mean = 3.76) with the Omani educational objective items than the latter two groups (medium response mean = 3.40 / low response mean = 2.89). The response given to Omani educational objective items given by mathematics teachers that either moderately supported Factor II or did not support Factor II did not differ statistically from each other.

d. Science Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to the Omani educational objective items by science teachers that reported either a high, medium, or low response to Factor II [$F(2,134) = 7.08$, $p < 0.010$]. However, the subsequent Scheffe probe found this significant difference to lie between science teachers that strongly or moderately supported Factor II (high and medium responses), and science teachers that did not support (low response) this factor ($p < 0.05$). The number of respondents in the latter group was too small (n=2) to draw any reliable conclusions.

e. Social Studies Teachers. Social studies teachers gave either a strong (high response) or moderate (medium response) preference for a democratic classroom management policy. The ANOVA comparing the response given to Omani educational objective items by these two groups of social studies teachers obtained statistical significance [$F(1,143) = 7.46$, $p < 0.01$]; and finding that social studies teachers that strongly supported Factor II were in greater agreement with the Omani educational objective items (mean = 4.05) than social studies teachers that only moderately supported (mean = 3.73) this factor.

f. English Language Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to the Omani educational objective items by English language teachers that reported either high, medium, or low preference for a democratic classroom management policy [$F(2,160) = 6.42$, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe isolated statistically, English language teachers that strongly supported (high response) Factor II from English language teachers that only moderately supported (medium response) this factor ($p < 0.05$). Specifically, those teachers that strongly supported Factor II reported significantly greater agreement with the Omani educational objective items (mean = 3.73) than those teachers that only moderately supported this factor (mean = 3.38)

The results obtained from the statistical analysis of supervisor response to Omani educational objective items as a function of their response to Factor II (classroom management policy: type and choice) is reported in Table 136. No statistically significant differences in response to Omani educational objective items were found between supervisors that either strongly preferred (high response), moderately preferred (medium response), or did not prefer (low response) a democratic classroom management policy [F(1,90) = 3.67, p = 0.06].

Table 136: Supervisor response to Omani Educational Objective items as a function of their attitude toward Factor II - the type of management policy in the classroom (democratic versus authoritarian); the degree of freedom for the teacher in choosing his/her own approaches

Type of Response					
High mean⁺	Medium mean⁺	Low mean⁺	F	df	p
3.75 (84)	3.28 (8)	---- (0)	3.67	1,90	0.06

⁺ Number of subjects reported in parentheses below the mean.

The results obtained from the statistical analysis of administrator response to the Omani educational objective items as a function of their to Factor II (classroom management policy: type and choice) is reported in Table 137.

A statistically significant difference in response to Omani educational objective items was found between administrators that differed in their preference toward Factor II [$F(2,159) = 7.95$, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe of this significant result ($p < 0.05$) found administrators that strongly supported (high response) Factor II in greater agreement (mean = 4.11) with the Omani educational objective items than administrators that only moderately supported (medium response) this factor (mean = 3.64).

Table 137: Administrator response to Omani Educational Objective items as a function of their attitude toward Factor II - the type of management policy in the classroom (democratic versus authoritarian); the degree of freedom for the teacher in choosing his/her own approaches

Type of Response					
High mean[†]	Medium mean[†]	Low mean[†]	F	df	p
4.11 (138)	3.64 (23)	3.66 (1)	7.95	2,159	< 0.01[**]

[†] Number of subjects reported in parentheses below the mean.

[**] A Scheffe pairwise comparison of the group means found groups high and medium to differ significantly.

2. PROCESS AND PRACTICE

The results obtained from the statistical analyses of teacher response to classroom activity items (methods of instruction and student assessment) as a function of their response to Factor II (classroom management policy: type and choice) are reported in Table 138.

Table 138: Teacher response to method of instruction and student asssessment items as a function of their attitude toward Factor II - the type of management policy in the classroom (democratic versus authoritarian); the degree of freedom for the teacher in choosing his/her own approaches

	Type of Response					
Subject Taught	High mean^{+}	Medium mean^{+}	Low mean^{+}	F	df	p
Islamic Education	4.07	3.83	----	5.74	1,137	$< 0.02^{*}$
	(108)	(31)	(0)			
Arabic Language	3.92	3.67	2.93	4.88	2,179	$< 0.01^{\#\#}$
	(142)	(39)	(1)			
Mathematics	3.76	3.39	2.64	20.23	2,161	$< 0.01^{\#}$
	(106)	(53)	(5)			
Science	3.81	3.72	2.60	7.95	2,134	$< 0.01^{\#\#\#*}$
	(105)	(30)	(2)			
Social Studies	3.76	3.62	----	1.65	1,143	0.20
	(117)	(28)	(0)			
English Language	3.56	3.31	3.57	4.07	2,157	$< 0.02^{\#\#}$
	(113)	(46)	(1)			

$^{+}$ Number of subjects given in parentheses below the corresponding mean.

A Scheffe pairwise comparison of the group means found: ## the high group differs significantly from the middle group; # all three groups differ significantly; ###* the high and middle group differ significantly from the low group, however, the small number of subject in the low group compromises any conclusion.

* significantly different

Teacher's response toward Factor II differentiated the response teachers gave to classroom activity items when the teacher was specialized in Islamic education, Arabic language, mathematics, or English language. Typically, those teachers who strongly preferred a democratic management policy reported greater agreement with classroom activity items than teachers that only moderately preferred, or in some cases did not prefer this policy. The specific results are listed below by subject matter taught.

a. Islamic education teachers. Islamic education teachers either strongly (high response) or moderately (medium response) preferred a democratic classroom management policy (Factor II). The ANOVA comparing the response given to classroom activity items by these two groups of Islamic education teachers obtained statistical significance [$F(1,137) = 5.74$, $p < 0.02$]; and finding Islamic education teachers that strongly supported Factor II were in greater agreement (mean = 4.07) with classroom activity items than Islamic education teachers that moderately supported this factor (mean = 3.83).

b. Arabic Language Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to classroom activity items by Arabic language teachers that differed in their preference for a democratic classroom management policy (Factor II) [$F(2,179) = 4.88$, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe found Arabic language teachers that strongly supported (high response) Factor II differed significantly from Arabic language teachers that moderately supported (medium response) this factor. Specifically, teachers in the former group agreed more strongly with the classroom activity items (mean = 3.92) than teachers in the latter group (mean = 3.67).

c. Mathematics Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to classroom activity items by mathematics teachers that differed in their preference for a democratic classroom management policy [$F(2, 151) = 20.23$, $p < 0.01$]. The post-hoc Scheffe pairwise

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comparison probe found all three groups (high, medium, and low) to differ significantly ($p < 0.05$), such that the response given to classroom activity items decreased with a decreasing preference for a democratic classroom management policy.

d. Science Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to classroom activity items by science teachers that differed by their preference for a democratic classroom managagment policy (Factor II) [2,134) = 7.95, $p < 0.01$]. However, the subsequent Scheffe probe found this significant difference lay between science teachers that strongly or moderately supported Factor II and the few science teachers (n=2) that did not support Factor II. The small number of respondents in the latter group compromises the reliability of this statistic, and any conclusion involving the low response group.

e. Social Studies Teachers. A one-way ANOVA revealed no statistically significant differences in the responses given to classroom activity items by social studies teachers that differed in the level of support they gave Factor II [F(1,143) = 1.65, p = 0.20].

f. English Language Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to classroom activity items by English language teachers that differed in their preference for a democratic classroom management policy (Factor II) [F(2,157) = 4.07, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe isolated teachers that strongly supported (high response) Factor II from teachers that moderately supported (medium response) this factor. Specifically, the former groups reported significantly greater agreement (mean = 3.56) with classroom activity items than the latter group (mean = 3.31).

The results obtained from the statistical analysis of supervisor response to classroom activity items (methods of instruction and student assessment) as a function of their response to Factor II (classroom management policy: type and choice) is reported in Table 139.

Supervisors either strongly (high response) or moderately (medium response) preferred a democratic classroom management policy (Factor II). The ANOVA comparing the responses given to classroom activity items by these two groups of supervisors obtained statistical significance [F(1,90) = 8.72, p < 0.01], finding supervisors that strongly (high response) supported this factor in significantly greater agreement with classroom activity items (mean = 3.62) than supervisors that only moderately (medium response) supported this factor (mean = 3.07).

Table 139: Supervisor response to methods of instruction and student assessment items as a function of their attitude toward Factor II - the type of management policy in the classroom (democratic versus authoritarian); the degree of freedom for the teacher in choosing his/her own approaches

	Type of Response					
	High mean[†]	Medium mean[†]	Low mean[†]	F	df	p
	3.62 (84)	3.07 (8)	---- (0)	8.72	1,90	< 0.01[**]

[†] Number of subjects reported in parentheses below the mean.

[**] A Scheffe pairwise comparison of the group means found the high and medium groups to differ significantly.

The results obtained from the statistical analysis of administrator response to classroom activity items (methods of instruction and student assessment) as a function of the administrators response to Factor II (classroom management policy: type and choice) is reported in Table 140.

A statistically significant difference in response to classroom activity items was found between administrators that differed in their preference for a democratic classroom management policy (Factor II) [$F(2,159) = 7.87$, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe of this group found administrators that strongly supported (high response) Factor II in greater agreement (mean = 3.87) with the classroom activity items than administrators that only moderately supported (medium response) this factor (mean = 3.47)

Table 140: Administrator response to methods of instruction and student assessment items as a function of their attitude toward Factor II - the type of management policy in the classroom (democratic versus authoritarian); the degree of freedom for the teacher in choosing his/her own approaches

Type of Response					
High mean⁺	Medium mean⁺	Low mean⁺	F	df	p
3.87 (138)	3.47 (23)	3.68 (1)	7.87	2,159	< 0.01**

⁺ Number of subjects reported in parentheses below the mean.

** A Scheffe pairwise comparison of the group means found the high and medium groups to differ significantly.

3. RESOURCES

The results obtained from the statistical analyses of teacher response to each of the three questionnaire sections on Resources as a function of their response to Factor II (classroom management policy: type and choice) are reported in Table 141 by subject matter taught.

Teacher response to human and physical resource items (staff, facilities, materials, and equipment) did not differ statistically as a function of the respondents' attitude toward the different types of classroom management policies: Islamic education [$F(1,131) < 1$]; mathematics [$F(2,158) = 1.54$, $p = 0.22$]; science [$F(2,134) = 1.09$, $p = 0.34$]; social studies [$F(1,143) < 1$]; and English language [$F(2,156) = 1.99$, $p = 0.14$]. In the Arabic language teachers analysis, a significant difference was obtained from the ANOVA of Arabic language teacher response to human and physical resource items [$F(2,179) = 3.67$, $p = 0.03$]. However, the post-hoc Scheffe probe found this result to reflect the response given by those few teachers in the low- response group. Given the small number of respondents in the low-response group any conclusion would be unreliable.

The teacher response to textbook items differed statistically as a function of teacher response to Factor II (classroom management policy: type and choice) among teachers of Arabic language [$F(2,167) = 4.70$, $p = 0.01$]; mathematics [$F(2,156) = 7.90$, $p < 0.01$] and English language

Table 141: Teacher response to items on the availability and quality of resources as a function of their attitude toward Factor II - the type of management policy in the classroom (democratic versus authoritarian); the degree of freedom for the teacher in choosing his/her own approaches

	Type of Response					
Subject Taught	High mean†	Medium mean†	Low mean†	F	df	p
			Human and Physical Resources: Staff, Equipment, Facilities, and Materials			
Islamic Education	3.51	3.31	----	1.74	1,129	0.19
	(104)	(27)	(0)			
Arabic Language	3.39	3.23	1.37	3.67	2,179	0.03*****'
	(142)	(39)	(1)			
Mathematics	2.88	2.75	3.22	1.54	2,158	0.22
	(105)	(51)	(5)			
Science	3.18	3.00	3.33	1.09	2,134	0.34
	(105)	(30)	(2)			
Social Studies	2.92	3.01	----	< 1	1,143	
	(117)	(28)	(0)			
English Language	3.52	3.31	3.37	1.99	2,156	0.14
	(112)	(46)	(1)			
			Textbooks			
Islamic Education	3.99	4.00	----	< 1	1,128	
	(103)	(27)	(0)			
Arabic Language	3.85	3.45	3.24	4.70	2,167	< 0.01**
	(137)	(32)	(1)			
Mathematics	3.53	3.10	3.02	7.90	2,156	< 0.01**
	(104)	(50)	(5)			
Science	3.66	3.57	2.50	4.52	2,134	0.01***'
	(105)	(30)	(2)			
Social Studies	3.71	3.70	----	< 1	1,142	
	(116)	(28)	(0)			
English Language	3.92	3.68	4.24	3.33	2,153	< 0.04**
	(111)	(44)	(2)			
			Teacher's Manual			
Islamic Education	3.84	3.74	----	< 1	1,127	
	(103)	(26)	(0)			
Arabic Language	3.80	3.44	3.53	4.35	2,167	< 0.02**
	(138)	(31)	(1)			
Mathematics	3.45	3.05	3.01	7.62	2,158	< 0.01**
	(105)	(51)	(5)			
Science	3.54	3.46	3.17	< 1	2,134	
	(105)	(30)	(2)			
Social Studies	3.61	3.56	----	< 1	1,138	
	(116)	(24)	(0)			
English Language	3.80	3.62	4.23	2.66	2,147	0.07
	(106)	(43)	(1)			

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† Number of subjects given in parentheses below the corresponding mean.

A Scheffe pairwise comparison of the group means found: *****' the high group differs significantly from the low group, however the small number of subjects in the low group compromises any conclusion; ** the high group differs significantly from the middle group; ***' the high and the medium groups differ significantly from the low group, however, the small number of subjects in the low group compromises any conclusion.

[$F(2,153) = 3.33$, $p < 0.04$]. However, did not differ statistically among teachers of Islamic education [$F(1,128) < 1$] and social studies [$F(1,142) < 1$]. The post-hoc Scheffe pairwise comparison probes of each significant ANOVA reported above, isolated statistically, teachers who strongly preferred (high response) a democratic classroom management policy (Factor II) from teachers who only moderately preferred (medium response) this type of policy. The mean response given to textbook items by teachers of Arabic language, mathematics and English language who strongly supported Factor II was in statistically greater agreement with textbook items (means of 3.85, 3.53, and 3.91, respectively) than the mean response given to these items by teachers that only moderately supported Factor II (means of 3.45, 3.10, and 3.68, respectively).

In the science teacher analysis, the ANOVA obtained statistical significance [$F(2,134) = 4.52$, $p < 0.02$]. However, the post-hoc Scheffe probe found this difference relied on the low-response group in which only a small number of science teachers ($n=2$) fell. Consequently, the results in this case are unreliable and any conclusion would be premature.

Teacher response to teacher's manual items differed significantly as a function ofthe teacher response to Factor II when the teachers taught either Arabic language [$F(2,167) = 4.35$, $p < 0.02$] or mathematics [$F(2,158) = 7.62$, $p < 0.01$]. However, teacher response did not differ significantly when the teachers taught Islamic education [F(1,127) < 1]; science [F(2,134) < 1]; social studies [F(1,138) < 1], or English language [F(2,147) = 2.66, p = 0.07]. The post-hoc Scheffe pairwise comparison probe of both Arabic language teachers and mathematics teachers isolated statistically teachers that strongly preferred (high response) a democratic classroom management policy (Factor II) from teachers that only moderately preferred (medium response) this type of policy. In both cases, those teachers that strongly supported Factor II reported greater satisfaction with the teacher's manual (Arabic language mean = 3.80 / mathematics mean = 3.45) than those teachers that moderately supported Factor II (Arabic language mean = 3.44 / mathematics mean = 3.05).

The results obtained from the statistical analyses of supervisor response to each of the three questionnaire sections on Resources as a function of their response to Factor II (classroom management policy: type and choice) are reported in Table 142. No statistically significant differences in the response to human and physical resources

Table 142: Sepervisor response to items on the availability and quality of resources as a function of their attitude toward Factor II- the type of management policy in the classroom (democratic versus authoritarian); the degree of freedom for the teacher in choosing his/her own approaches

	Type of Response					
	High mean⁺	Medium mean⁺	Low mean⁺	F	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials						
	3.29 (83)	3.12 (8)	---- (0)	< 1	1,89	
Textbooks						
	3.80 (83)	3.40 (8)	---- (0)	3.75	1,89	0.06
Teacher's Manual						
	3.55 (83)	3.10 (8)	---- (0)	5.40	1,89	0.02*

⁺ Number of subjects reported in parentheses below the mean.
* significantly different

[F(1,89) < 1] or textbooks items [F(1,89) = 3.75, p = 0.06] were found between supervisors that either strongly supported, moderately supported or did not support Factor II.

In response to teacher's manual items, supervisors that strongly or moderately supported Factor II differed significantly [$F(1,89) = 5.40$, $p = 0.02$], such that those supervisors that strongly preferred a democratic classroom management policy reported greater satisfaction with the teacher's manual items (mean = 3.55) than supervisors that moderately preferred this type of policy (mean = 3.10).

The results obtained from the statistical analysis of administrator response to each of the three questionnaire sections on Resources as a function of their response to Factor II (classroom management policy: type and choice) are reported in Table 143.

A statistically significant difference was found between administrators that reported either high, medium, or low preference for a democratic classroom management policy (Factor II), in the response they gave to human and physical resource items [$F(2,159) = 4.62$, $p < 0.02$], textbook items [$F(2,159) = 5.18$, $p < 0.01$], and the teacher's manual items [$F(2,157) = 5.90$, $p < 0.01$]. In each case, the post-hoc Scheffe pairwise comparison probe found the significant difference lay between administrators that strongly preferred a democratic classroom management policy and administrators that only moderately preferred this type of policy ($p < 0.05$). Specifically, administrators that strongly supported Factor II reported greater satisfaction with human and physical resources (mean = 3.32), textbooks (mean 3.90), and the teacher's manual (mean = 3.80) than administrators that moderately supported this factor (mean response of 2.92, 3.48, and 3.39, respectively).

Table 143: Administrator response to items on the availability and quality of resources as a function of their attitude toward Factor II- the type of management policy in the classroom (democratic versus authoritarian); the degree of freedom for the teacher in choosing his/her own approaches

	Type of Response					
	High mean[†]	Medium mean[†]	Low mean[†]	F	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials						
	3.32 (138)	2.92 (23)	2.67 (1)	4.62	2,159	0.01[**]
Textbooks						
	3.90 (138)	3.48 (23)	3.09 (1)	5.18	2,159	< 0.01[**]
Teacher's Manual						
	3.80 (137)	3.39 (22)	3.21 (1)	5.90	2,157	< 0.01[**]

[†] Number of subjects reported in parentheses below the mean.

[**] A Scheffe pairwise comparison of the group means found groups high and medium to differ significantly.

c. Factor III: The Emphasis of the Curriculum Being Centered on the Student

1. THEORY

The results obtained from the statistical analyses of teacher response to Omani educational objective items as a function of teacher response to Factor III (emphasizing a curriculum centered on the student) are reported in Table 144 by subject matter taught.

Table 144: Teacher response to Omani educational objectives items as a function of their attitude toward Factor III - the emphasis of the curriculum centered on the student

	Type of Response					
Subject Taught	High mean†	Medium mean†	Low mean†	F	df	p
Islamic Education	4.22 (120)	3.99 (20)	3.50 (1)	2.25	2,139	0.11
Arabic Language	4.12 (153)	3.89 (32)	---- (0)	3.98	1,183	$< 0.05^{**}$
Mathematics	3.71 (137)	3.34 (24)	2.73 (6)	9.25	2,161	$< 0.01^{****}$
Science	3.90 (120)	3.54 (15)	2.40 (2)	9.34	2,134	$< 0.01^{***'}$
Social Studies	4.03 (115)	3.87 (29)	2.83 (1)	3.16	2,142	$< 0.05^{''}$
English Language	3.80 (98)	3.45 (61)	2.31 (4)	16.80	2,160	$< 0.01^{*'}$

† Number of subjects given in parentheses below the corresponding mean.

A Scheffe pairwise comparison of the group means found: **** the high group differ significantly from the medium and low groups; ** the high group differs significantly from the medium group; $^{***'}$ the high and medium groups differ significantly from the low group, however, the small number of subjects in the low group compromises the reliability of any conclusion; $^{''}$ no significant differences; $^{*'}$ all three groups differ significantly, however, the number of subjects in the low group is too small to draw any reliable conclusions about the low group.

Teacher response toward Factor III predicted the response they gave to Omani educational objective items when the teacher was specialized in Arabic language, mathematics, social studies, or English language. Typically, those teachers that strongly supported a student-centered curriculum (Factor III) reported greater agreement with the Omani educational objective items than teachers who only moderately supported this type of curriculum. The specific results are listed below by subject matter taught.

a. Islamic Education Teachers. The one-way ANOVA found no statistically significant differences in the response given to Omani educational objective items by Islamic education teachers that strongly supported, moderately supported, or did not support a student-centered curriculum (Factor III [$F(2,139) = 2.25$, $p = 0.11$].

b. Arabic Language Teachers. Arabic language teachers either strongly (high response) or moderately (medium response) supported a student-centered curriculum (Factor III). The ANOVA comparing the response given to Omani educational objective items by these two groups of Arabic language teachers obtained statistical significance [$F(1,183) = 3.98$, $p < 0.05$] and finding Arabic language teachers that strongly supported (high response) Factor III in greater agreement (mean = 4.12) with the Omani educational objective items than arabic language teachers that only moderately supported this factor (mean = 3.89).

c. Mathematics teachers. The one-way ANOVA revealed a statistically significant difference in the response given to Omani educational objective items by mathematics teachers that rated the importance of a student-centered curriculum (Factor III) as either high, medium, or low [$F(2,161) = 9.25$, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe found the response given by mathematics teachers to Omani educational objective items differed significantly as a function of the level of support the mathematics teachers gave to Factor III ($p < 0.05$). Mathematics teachers that strongly supported (high response) Factor III reported a significantly greater level of agreement with the Omani educational objective items (mean = 3.71) than mathematics teachers that moderately supported (medium response, mean = 3.34) or did not support (low response, mean = 2.73) this same factor. The response given to Omani educational objective items by mathematics teachers in the latter two groups did not differ significantly.

d. Science Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to Omani educational objective items by science teachers that rated the importance of a student-centered curriculum (Factor III) as either high, medium, or low [$F(2, 134) = 9.34$, $p < 0.01$]. However, the subsequent Scheffe probe found this significant difference lay between science teachers that strongly or moderately supported (high and medium response) Factor III and the very few science teachers ($n = 2$) that did not support (low response) this factor. The small number of respondents in the latter group compromises the reliability of this statistical difference.

e. Social studies Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to Omani educational objective items by social studies teachers that rated the importance of a student-centered curriculum (Factor III) as either high, medium, or low [$F(2,142) = 3.16$, $p < 0.05$]. The post-hoc Scheffe pairwise comparison probe did not isolate any two specific groups (high, medium, or low) as significantly different from each other.

f. English Language Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to Omani educational objective items by English language teachers that rated the importance of a student-centered curriculum (Factor III) as either high, medium, or low [$F(2,160) = 16.80$, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe isolated all three groups (high, medium, and low) as statistically different ($p < 0.05$), such that English language teachers that strongly supported (high response mean = 3.80), moderately supported (medium response mean = 3.45), or did not support (low response mean = 2.31) Factor III reported decreasing levels of agreement with the Omani educational objective items. However, the relationship between those teachers that did not support (low response) Factor III and the subsequent response they gave to the Omani educational objective items is confounded by the small number of respondents in this group. Consequently, any conclusion about the low-response group would be premature.

The results obtained from the statistical analysis of supervisor response to Omani educational objective items as a function of supervisor response to Factor III (emphasizing a curriculum centered on the student) is reported in Table 145.

Table 145: Supervisor response to Omani Educational Objective items as a function of their attitude toward Factor III - the emphasis of the curriculum centered on the student

Type of Response					
High mean[†]	Medium mean[†]	Low mean[†]	F	df	p
3.79 (74)	3.39 (18)	---- (0)	5.18	1,90	< 0.03[*]

[†] Number of subjects reported in parentheses below the mean.
[*] significantly different

A statistically significant difference in response to Omani educational objective items was found between supervisors that either strongly supported (high response) or moderately supported (medium response) a student-centered curriculum (Factor III) [F(1,90) = 5.18, p = 0.03]. Supervisors that strongly supported Factor I reported greater agreement with the Omani educational objective items (mean = 3.79) than supervisors that only moderately supported this factor (mean = 3.39).

The results obtained from the statistical analysis of administrator response to Omani educational objective items as a function of their response to Factor III (emphasizing a curriculum centered on the student) is reported in Table 146.

Table 146: Administrator response to Omani Educational Objective items as a function of their attitude toward Factor III - the emphasis of the curriculum centered on the student

	Type of Response					
	High mean[+]	Medium mean[+]	Low mean[+]	F	df	p
	4.09 (140)	3.76 (21)	3.66 (1)	3.40	2,159	< 0.04[**]

[+] Number of subjects reported in parentheses below the mean.

[**] A Scheffe pairwise comparison of the group means found the high and medium groups to differ significantly.

A statistically significant difference in response to Omani educational objectives items was found between administrators that rated the importance of a student-centered curriculum as either high, medium, or low [F(2,159) = 3.40, $p < 0.04$]. The post-hoc Scheffe pairwise comparison probe of this analysis found administrators that strongly supported (high response) Factor III in statistically ($p < 0.05$) greater agreement (mean = 4.09) with the Omani educational objective items than administrators that moderately supported (medium response) this factor (mean = 3.76).

2. PROCESS AND PRACTICE

The results obtained from the statistical analyses of teacher response to classroom activity items (methods of instruction and student assessment) as a function of their response to Factor III (emphasizing a curriculum centered on the student) are reported in Table 147 by subject matter taught.

Teacher response toward Factor III predicted the response they gave to classroom activity items when the teacher was specialized in either mathematics [$F(2,161) = 24.78$, $p < 0.01$] or English language [$F(2,157) = 9.22$, $p < 0.01$].

The post-hoc Scheffe pairwise comparison probe of the mathematics teacher analysis found a statistically significant difference between mathematics teachers that strongly (high response) or moderately (medium response) support Factor III and mathematics teachers that did not support (low response) this factor ($p < 0.05$). Specifically, mathematics teachers that strongly or moderately supported Factor III reported greater agreement with classroom activity items (high response mean = 3.68/medium response mean = 3.54) than teachers that did not support this factor (low response mean = 2.31).

The post-hoc Scheffe pairwise comparison probe of the English language teacher analysis found a statistically significant difference between English language teachers that strongly supported (high response) a student-centered curriculum (Factor III), and English language teachers that moderately supported (medium response) or did not support (low response) this type of curriculum. In this case, English language teachers that strongly supported Factor III reported greater agreement with classroom activity items (mean of 3.61) than english language teachers that moderately supported or did not support this factor (medium response mean = 3.34 and low response mean = 2.86). It should be noted that the number of respondents in the low-response group was small (n=4) making any conclusion about the low response group questionable.

No statistically significant differences in response to classroom activity items were found among Islamic education teachers [F(2,138) = 1.31, p = 0.41], Arabic language teachers [F(21,181) = 3.21, p = 0.08], or social studies teachers [F(2,142) = 2.20, p = 0.11] that rated the importance of a student-centered curriculum (Factor III) as either high, medium, or low).

Finally, although the analysis of the science teacher response to classroom activity items, by science teacher response to Factor III, obtained statistical significance, the post-hoc Scheffe pairwise comparison probe found this difference reflected the response given by the few science teachers that did not support (low response) Factor III. Consequently, because of the small sample size (n=2), this result is not statistically reliable.

Table 147: Teacher response to method of instruction and student asssessment items as a function of their attitude toward Factor III - the emphasis of the curriculum centered on the student

	Type of Response					
Subject Taught	High mean^{+}	Medium mean^{+}	Low mean^{+}	F	df	p
Islamic Education	4.04 (120)	3.85 (20)	3.84 (1)	< 1	1,138	
Arabic Language	3.90 (151)	3.71 (32)	---- (0)	3.21	1,181	0.08
Mathematics	3.68 (134)	3.54 (24)	2.31 (6)	24.78	2,161	$< 0.01^{***}$
Science	3.80 (120)	3.69 (15)	2.60 (2)	7.89	2,134	$< 0.01^{***'}$
Social Studies	3.74 (115)	3.72 (29)	2.70 (1)	2.20	2,142	0.11
English Language	3.61 (95)	3.34 (61)	2.86 (4)	9.22	2,157	$< 0.01^{****'}$

$^{+}$ Number of subjects given in parentheses below the corresponding mean.

A Scheffe pairwise comparison of the group means found: *** the high and middle group differ significantly from the low group; ***' the high and middle groups differ significantly from the low group, however, the small number of subjects in the low group compromises any conclusion; ****' the high group differs significantly from the middle and low groups, however, the number of subjects in the low group is too small to draw any reliable conclusions about the low group.

The results obtained from the statistical analysis of supervisor response to classroom activity items (methods of instruction and student assessment) as a function of supervisor response to Factor III (emphasizing a curriculum centered on the student) is reported in Table 148.

A statistically significant difference in response to classroom activity items was found between supervisors that either strongly supported (high response) or moderately supported (medium response) a student-centered curriculum

(Factor III) [F(1,90) = 10.65, p < 0.01]. Supervisors that strongly supported Factor III reported greater agreement with the classroom activity items (mean = 3.66) than supervisors that only moderately supported this factor (mean = 3.23).

Table 148: Supervisor response to methods of instruction and student assessment items as a function of their attitude toward Factor III - the emphasis of the curriculum centered on the student

Type of Response					
High mean[+]	Medium mean[+]	Low mean[+]	F	df	p
3.66 (74)	3.23 (18)	---- (0)	10.65	1,90	< 0.01[*]

[+] Number of subjects reported in parentheses below the mean.
[*] significantly different

The results obtained from the statistical analysis of administrator response to classroom activity items (methods of instruction and student assessment) as a function of administrator response to Factor III (emphasizing a curriculum centered on the student) is reported in Table 149. No statistically significant differences were found in the response given to classroom activity items by administrators that reported different levels of support for a student-centered curriculum [F(2,159) = 2.53, p = 0.08].

Table 149: Administrator response to methods of instruction and student assessment items as a function of their attitude toward Factor III - the emphasis of the curriculum centered on the student

	Type of Response					
	High mean†	Medium mean†	Low mean†	F	df	p
	3.84 (140)	3.60 (21)	3.68 (1)	2.53	2,159	0.08

† Number of subjects reported in parentheses below the mean.

3. RESOURCES

The results obtained from the statistical analyses of teacher response to each of the three questionnaire sections on Resources as a function of teacher response to Factor III (emphasizing a curriculum centered on the student) are reported in Table 150 by subject matter taught.

Teacher response to human and physical resource items (staff, equipment, materials, and facilities) did not differ as a function of teacher response to Factor III when the teachers were specialized in either Islamic education [$F(2,130) < 1$], Arabic language [$F(1,181) < 1$], mathematics [$F(2,158) = 1.63$, $p = 0.20$], science [$F(2,134) < 1$], or social studies [$F(2,142) < 1$]. English language teachers, compared by their position on Factor III, did differ significantly in the response they gave to human and physical resource items [$F(2,156) = 4.98$, $p < 0.01$, respectively]. The post-hoc Scheffe pairwise comparison

Table 150: Teacher response to items on the availability and quality of resources as a function of their attitude toward Factor III - the emphasis of the curriculum centered on the student

Subject Taught	High mean[†]	Medium mean[†]	Low mean[†]	F	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials						
Islamic Education	3.50 (118)	3.32 (14)	3.00 (1)	< 1	2,130	
Arabic Language	3.37 (152)	3.24 (31)	---- (0)	< 1	1,181	
Mathematics	2.85 (133)	2.76 (22)	3.30 (6)	1.63	2,158	0.20
Science	3.16 (120)	2.96 (15)	3.33 (2)	< 1	2,134	
Social Studies	2.93 (115)	3.02 (29)	2.35 (1)	< 1	2,142	
English Language	3.57 (94)	3.33 (61)	2.91 (4)	4.98	2,156	< 0.01**
Textbooks						
Islamic Education	4.01 (118)	3.76 (14)	---- (0)	1.78	1,130	0.19
Arabic Language	3.79 (148)	3.68 (23)	---- (0)	< 1	1,169	
Mathematics	3.43 (131)	3.21 (22)	2.98 (6)	1.98	2,156	0.14
Science	3.65 (120)	3.55 (15)	2.50 (2)	4.41	2,134	0.01***˙
Social Studies	3.70 (114)	3.76 (29)	2.50 (1)	1.93	2,141	0.15
English Language	3.91 (93)	3.81 (59)	3.16 (4)	3.92	2,153	0.02*****˙
Teacher's Manual						
Islamic Education	3.84 (117)	3.60 (14)	---- (0)	1.74	1,129	0.19
Arabic Language	3.76 (148)	3.60 (23)	---- (0)	1.24	1,169	0.27
Mathematics	3.33 (132)	3.32 (23)	2.74 (6)	2.37	2,158	0.10
Science	3.56 (120)	3.25 (15)	3.17 (2)	2.55	2,134	0.08
Social Studies	3.60 (114)	3.57 (26)	---- (0)	< 1	1,138	
English Language	3.81 (87)	3.69 (59)	3.24 (4)	3.52	2,147	0.03˙˙

Type of Response: High mean, Medium mean, Low mean

[†] Number of subjects given in parentheses below the corresponding mean.

A Scheffe pairwise comparison of the group means found: ** the high group differs significantly from the medium group; ***˙ the high and medium groups differ significantly from the low group, however, the small number of subjects in the low group compromise any conclusion; *****˙ the high group differs significantly from the low group, however the small number of subjects in the low group compromises any conclusion; ˙˙ no significant difference.

probe of this analysis isolated a statistically significant difference between teachers that strongly supported (high response) and teachers that moderately supported (medium response) a student-centered curriculum ($p < 0.05$). Specifically, those teachers that strongly supported Factor III reported greater satisfaction with the human and physical resources (mean = 3.57) than teachers that only moderately supported this factor (mean = 3.33).

Teacher response to the textbook items as a function of teacher response to Factor III did not differ statistically among any teacher subgroup. Although, statistically significant ANOVA F values were obtained for the science teacher and English language teacher analyses [$F(2,134) = 4.41$, $p = 0.01$ and $F(2,153) = 3.92$, $p < 0.03$], no reliable conclusion for either analysis is possible, since the significant difference found relied on the responses given by the few (n equals 2 and 4 respectively) teachers that did not support Factor III.

A statistically significant difference given in the response to teacher's manual items, by the teacher response toward Factor III, was found among English language teachers [$F(2,147) = 3.52$, $p = 0.03$], while non-significant differences were found among Islamic education teachers [$F(1,129) = 1.74$, $p = 0.19$], Arabic language teachers [$F(1,169) = 1.24$, $p = 0.27$], mathematics teachers [$F(2,158) = 2.37$ $p = 0.10$], science teachers [$F(2,134) = 2.55$, $p = 0.08$], and social studies teachers [$F(1,138) < 1$].

The post-hoc Scheffe pairwise comparison probe did not isolate any two specific groups as different among the English language teachers.

The results obtained from the statistical analyses of supervisor response to each of the three questionnaire sections on Resources as a function of their response to Factor III (emphasizing a curriculum centered on the student) are reported in Table 151. No statistically significant differences in response to human and physical resources [F(1,89) < 1], textbooks [F(1,89) < 1], or the teacher's manual [F(1,89) < 1] were found between supervisors that differed in the level of support they gave to a student-centered curriculum (Factor III).

Table 151: Supervisor response to items on the availability and quality of resources as a function of their attitude toward Factor III - the emphasis of the curriculum centered on the student

Type of Response					
High mean[†]	Medium mean[†]	Low mean[†]	F	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials					
3.26 (73)	3.32 (18)	---- (0)	< 1	1,89	
Textbooks					
3.78 (73)	3.69 (18)	---- (0)	< 1	1,89	
Teacher's Manual					
3.51 (73)	3.49 (18)	---- (0)	< 1	1,89	

[†] Number of subjects reported in parentheses below the mean.

The results obtained from the statistical analyses of administrator response to each of the three questionnaire sections on Resources as a function of administrator support of Factor III (emphasizing a curriculum centered on the student) are reported in Table 152. No statistically significant differences in administrator response to human and physical resources [F(2,159) = 1.70, p = 0.19] were found as a function of the administrator response to this factor. However, statistically significant differences were obtained from the analyses of administrator response to the textbook items [F(2,157) = 7.25, p < 0.01] and teacher's manual items [F(2,159) = 6.01, p < 0.01], such that, in each case, those administrators that strongly supported (high response) a student-centered curriculum (Factor III) reported greater satisfaction with the textbook and the teacher's manual (mean of 3.80 and 3.91 respectively) than administrators that only moderately supported (medium response) this same issue (mean of 3.33 and 3.43 respectively).

Table 152: Administrator response to items on the availability and quality of resources as a function of their attitude toward Factor III

Type of Response					
High mean[*]	Medium mean[*]	Low mean[*]	F	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials					
3.29 (140)	3.06 (21)	2.67 (1)	1.70	2,159	0.19
Textbooks					
3.91 (140)	3.43 (21)	3.09 (1)	6.01	2,159	0.03[**]
Teacher's Manual					
3.80 (139)	3.33 (20)	3.21 (1)	7.25	2,157	< 0.01[**]

[*] Number of subjects reported in parentheses below the mean.
[**] A Scheffe pairwise comparison of the group means found the high and medium groups to differ significantly.

d. Factor IV: Relating the Curriculum to Everyday Life and the Students' Social and Cultural Heritage

1. THEORY

The results obtained from the statistical analyses of teacher response to Omani educational objective items as a function of teacher response to Factor IV (integrating the curriculum and social and cultural heritage) are reported in Table 153 by subject matter taught.

Table 153: Teacher response to Omani educational objectives items as a function of their attitude toward Factor IV - relating the curriculum to everyday life and the students' social and cultural heritage

	Type of Response					
Subject Taught	High mean+	Medium mean+	Low mean+	F	df	p
Islamic Education	4.23 (113)	3.98 (26)	3.71 (2)	2.97	2,138	0.06
Arabic Language	4.22 (139)	3.70 (43)	3.18 (6)	21.07	2,185	< 0.01****
Mathematics	3.79 (110)	3.31 (49)	2.97 (5)	12.54	2,161	< 0.01****
Science	3.92 (102)	3.65 (34)	3.11 (2)	4.31	2,135	0.02''
Social Studies	4.06 (121)	3.67 (23)	2.83 (1)	7.29	2,142	< 0.01**
English Language	3.80 (116)	3.23 (41)	2.64 (6)	23.57	2.160	< 0.01****

+ Number of subjects given in parentheses below the corresponding mean.

A Scheffe pairwise comparison of the group means found: **** the high group differ significantly from the medium and low groups; '' no statistical difference; ** the high group is significantly different from the medium group.

Teacher response toward Factor IV predicted the response teachers gave to Omani educational objective items among teachers of all subject matter areas except Islamic education. Typically, teachers who strongly supported (high response) integrating the students' social and cultural heritage into the curriculum (Factory IV) reported greater agreement with the Omani educational objective items than teachers that moderately supported or, in most cases, those that did not support this type of curriculum. The specific results are listed below by subject matter taught.

a. Islamic Education Teachers. No statistically significant differences in response to Omani educational objective items were found among islamic education teachers that rated Factor IV as either high, medium or low in importance [F(2,138) = 2.97, p = 0.06].

b. Arabic Language Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to the Omani educational objective items by Arabic language teachers that gave either high, medium or low levels of support to integrating the students' social and cultural heritage into the curriculum (Factor IV) [F(2,185) = 21.07, p < 0.01]. The post-hoc Scheffe pairwise comparison probe found Arabic language teachers that strongly supported (high response) Factor IV differed significantly from Arabic language teachers that either moderately supported (medium response) or did not support (low response) Factor IV (p < 0.05). Specifically, teachers that strongly supported Factor IV reported significantly greater agreement with the Omani educational objective items (mean = 4.22) than teachers that moderately supported (mean = 3.70) or did not support (mean = 3.18) this factor.

c. Mathematics Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to Omani educational objective items by mathematics teachers that gave either high, medium or low levels of support to integrating the students' social and cultural heritage into the curriculum (Factor IV) [F(2,161) = 12.54, p < 0.01]. The post-hoc Scheffe pairwise comparison probe found mathematics teachers that strongly supported (high response) Factor IV differed significantly from mathematics teachers that either moderately supported (medium response), or did not support (low response) this factor ($p < 0.05$). The former group reported statistically greater agreement (mean = 3.79) with the Omani educational objective items than the latter two groups (medium response mean = 3.31 / low response mean = 2.97). The latter two groups did not differ significantly from each other.

d. Science Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to the Omani educational objective items by science teachers that gave either high, medium, or low levels of support toward Factor IV [$F(2,135) = 4.31$, $p < 0.02$]. The subsequent Scheffe probe however, found that no two specific groups differed significantly.

e. Social Studies Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to the Omani educational objective items by social studies teachers that gave either high, medium, or low levels of support toward Factor IV [$F(2,142) = 7.29$, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe found social studies teachers that strongly supported (high response) integrating the students' social and cultural heritage into the curriculum (Factor IV) in greater agreement with the Omani educational objective items (mean = 4.06) than social studies teachers that only moderately supported (medium response mean = 3.67) this issue ($p < 0.05$).

f. English Language Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to the Omani educational objective items by English language teachers that gave either high, medium, or low levels of support toward Factor IV [$F(2,160) = 23.57$, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe isolated English language teachers that strongly supported (high response) integrating the students' social and cultural heritage into the curriculum (Factor IV) from English language teachers that either moderately supported (medium response) or did not support this factor ($p < 0.05$). Specifically, teachers that strongly supported Factor IV reported significantly greater agreement with the Omani educational objective items (mean = 3.80) than teachers that moderately supported (mean = 3.38) or did not support (mean = 2.64) this issue.

The results obtained from the statistical analysis of supervisor response to Omani educational objective items as a function of supervisor response to Factor IV (integrating the curriculum and social and cultural heritage) is reported in Table 154. A statistically significant difference in response to Omani educational objective items was found between supervisors that differed in the level of support they gave Factor IV [$F(2,89) = 12.32$, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe found supervisors that strongly supported (high response mean = 3.91) Factor IV in greater agreement with the Omani educational objective items than supervisors that found this type of curriculum only moderately important (mean = 3.26).

Table 154: Supervisor response to Omani Educational Objective items as a function of their attitude toward Factor IV - relating the curriculum to everyday life and the students' social and cultural heritage

	Type of Response					
	High mean[+]	Medium mean[+]	Low mean[+]	F	df	p
	3.91 (64)	3.26 (27)	2.92 (1)	12.32	2,89	< 0.01[**]

[+] Number of subjects reported in parentheses below the mean.

[**] A Scheffe pairwise comparison of the group means found the high group to differ significantly from the medium group.

The results obtained from the statistical analysis of administrator response to the Omani educational objective items as a function of administrator response to Factor IV (integrating the curriculum and social and cultural heritage) is reported in Table 155.

Administrators either strongly (high response) or moderately supported (medium response) Factor IV. The ANOVA comparing the response given by these two groups of administrators to the Omani educational objective items was statistically significant [$F(1,160) = 6.84$, $p < 0.01$] with findings that administrators that strongly supported this type of curriculum (mean = 4.09) were in greater agreement with the Omani educational objective items than administrators that only moderately supported this type of curriculum (mean = 3.79).

Table 155: Administrator response to Omani Educational Objective items as a function of their attitude toward Factor IV - relating the curriculum to everyday life and the students' social and cultural heritage

Type of Response					
High mean†	Medium mean†	Low mean†	F	df	p
4.09 (134)	3.79 (28)	---- (0)	6.84	1,160	< 0.01*

† Number of subjects reported in parentheses below the mean.
* Significantly different

2. PROCESS AND PRACTICE

The results obtained from the statistical analyses of teacher response to classroom activity items (methods of instruction and student assessment) as a function of teacher response to Factor IV (integrating the curriculum and social and cultural heritage) are reported in Table 156 by subject matter taught.

Table 156: Teacher response to method of instruction and student asssessment items as a function of their attitude toward Factor IV - relating the curriculum to everyday life and the students' social and cultural heritage

	Type of Response					
Subject Taught	High mean†	Medium mean†	Low mean†	F	df	p
Islamic Education	4.06 (113)	3.81 (26)	3.74 (2)	3.03	2,138	0.05^{**}
Arabic Language	3.96 (138)	3.58 (42)	3.78 (6)	8.23	2,183	$< 0.01^{\#\#}$
Mathematics	3.70 (110)	3.46 (49)	2.98 (5)	7.46	2,161	$< 0.01^{\#\#\#\#}$
Science	3.83 (102)	3.66 (34)	2.75 (2)	7.46	2,135	$< 0.01^{\#\#\#*}$
Social Studies	3.77 (121)	3.55 (23)	2.70 (1)	4.31	2,142	$< 0.02^{**}$
English Language	3.58 (114)	3.30 (40)	3.03 (6)	7.68	2,157	$< 0.01^{\#\#\#\#}$

† Number of subjects given in parentheses below the corresponding mean.

A Scheffe pairwise comparison of the group means found: ** no statistical difference; $^{\#\#}$ the high group differs significantly from the medium group; $^{\#\#\#\#}$ the high group differs significantly form the middle and low groups; $^{\#\#\#*}$ the high and middle groups differ significantly from the low group, however, the small number of subject in the low group compromises any conclusion.

Teacher response toward Factor IV predicted the response teachers gave to classroom activity items among teachers of all subject matter areas except science. Typically, those teachers who strongly supported integrating the students' social and cultural heritage into the curriculum reported greater agreement with classroom activity items than teachers that only moderately supported, or, in some cases, did *not* support this type of curriculum. The specific results are listed below by subject matter taught.

a. Islamic Education Teachers. While the one-way ANOVA was statistically significant [$F(2,138) = 3.03$, $p = 0.05$), the post-hoc Scheffe pairwise comparison probe did *not* find that any two specific groups differed significantly.

b. Arabic Language Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to classroom activity items by Arabic language teachers that differed in the level of support they gave toward integrating the students' social and cultural heritage into the curriculum (Factor IV) [$F(2,183) = 8.23$, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe found Arabic language teachers that strongly supported (high response) Factor IV differed significantly from Arabic language teachers that moderately supported (medium response) this factor ($p < 0.05$). Specifically, teachers in the former group agreed more strongly with classroom activity items (mean = 3.96) than teachers in the latter group (mean = 3.58).

c. Mathematics Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to classroom activity items by mathematics teachers that differed in the level of support they gave toward integrating the student's social and cultural heritage into the curriculum (Factor IV) [$F(2,161) = 7.46$, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe found mathematics teachers that strongly supported (high response) Factor IV differed significantly from mathematics teachers that either moderately supported (medium response) or did *not* support (low response) this factor ($p < 0.05$). Specifically, mathematics teachers that strongly supported Factor IV reported greater agreement with classroom activity items (mean = 3.70) than mathematics teachers that either moderately supported (mean = 3.54) or did not support (mean = 2.98) this factor. The latter two groups did not differ significantly from each other.

d. Science Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to classroom activity items by science teachers that differed by their support for Factor IV [$F(2,135) = 7.46$, $p < 0.01$]. However, the subsequent Scheffe pairwise comparison probe found this significant difference lay between science teachers that strongly or moderately supported (high and medium response) Factor IV, and the few science teachers ($n=2$) that did not support Factor IV. The small number of respondents in the latter group compromises the reliability of this statistic and any conclusion involving the low response group.

e. Social Studies Teachers. A one-way ANOVA revealed a statistically significant difference in the response given to classroom activity items by social studies teachers that differed in the level of support they gave to integrating the students' social and cultural heritage into the curriculum (Factor IV) [$F(2,142) = 4.31$, $p < 0.02$]. The post-hoc Scheffe pairwise comparison probe, however, did not isolate any two specific groups as significantly different.

f. English Language Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to classroom activity items by English language teachers that differed in the level of support they gave to integrating the students' social and cultural heritage into the curriculum (Factor IV) [$F(2,157) = 7.68$, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe isolated teachers that strongly supported (high response) Factor IV from teachers that moderately supported (medium response) this factor. Specifically, the former group reported significantly greater agreement (mean = 3.58) with classroom activity items than the latter group (mean = 3.30).

The results obtained from the statistical analysis of supervisor response to classroom activity items (methods of instruction and student assessment) as a function of supervisor response to Factor IV (integrating the curriculum and social and cultural heritage) is reported in Table 157.

No statistically significant differences in the response given to classroom activity items were found between supervisors that differed in the level of support they gave Factor IV [$F(2,89) = 2.31$, $p = 0.10$].

Table 157: Supervisor response to methods of instruction and student assessment items as a function of their attitude toward Factor IV - relating the curriculum to everyday life and the students' social and cultural heritage

Type of Response					
High mean[+]	Medium mean[+]	Low mean[+]	F	df	p
3.64 (64)	3.46 (29)	2.79 (1)	2.31	2,89	0.10

[+] Number of subjects reported in parentheses below the mean.

The results obtained from the statistical analysis of administrator response to classroom activity items (methods of instruction and student assessment) as a function of the administrator response to Factor IV (integrating the curriculum and social and cultural heritage) is reported in Table 158.

Administrators either strongly (high response) or moderately supported (medium response) Factor IV. The ANOVA comparing the response given by these two groups of administrators to the Omani educational objective items obtained statistical significance [$F(1,160) = 5.12$, $p < 0.03$] and findings that administrators that strongly supported this type of curriculum (mean = 3.85) were in greater agreement with the Omani educational objective items than administrators that moderately supported this type of curriculum (mean = 3.63).

Table 158: Administrator response to methods of instruction and student assessment items as a function of their attitude toward Factor IV - relating the curriculum to everyday life and the students' social and cultural heritage

Type of Response					
High mean⁺	Medium mean⁺	Low mean⁺	F	df	p
3.85 (134)	3.63 (28)	---- (0)	5.12	1,160	< 0.03*

⁺ Number of subjects reported in parentheses below the mean.
* Significantly different

3. RESOURCES

The results obtained from the statistical analyses of teacher response to each of the three questionnaire sections on Resources as a function of their response to Factor IV (integrating the curriculum and social and cultural heritage) are reported in Table 159 by subject matter taught.

Teacher response to human and physical resource items (staff, facilities, materials, and equipment) did not differ statistically as a function of their attitude toward the importance of integrating the students' social and cultural heritage into the curriculum, when the teacher was specialized in Islamic education [F(1,131) = 1.14, p =

Table 159: Teacher response to items on the availability and quality of resources as a function of their attitude toward Factor IV - relating the curriculum to everyday life and the students' social and cultural heritage

	Type of Response					
Subject Taught	High mean†	Medium mean†	Low mean†	F	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials						
Islamic Education	3.51 (110)	3.33 (23)	---- (0)	1.14	1,131	0.29
Arabic Language	3.42 (138)	3.11 (42)	3.35 (6)	2.35	2,183	0.10
Mathematics	2.85 (109)	2.79 (48)	3.58 (4)	2.80	2,158	0.06
Science	3.24 (102)	2.88 (34)	2.91 (2)	5.00	2,135	< 0.01**
Social Studies	2.95 (121)	2.90 (23)	2.35 (1)	< 1	2,142	
English Language	3.56 (113)	3.26 (40)	2.92 (6)	6.51	2,156	< 0.01****
Textbooks						
Islamic Education	3.99 (110)	3.95 (22)	---- (0)	< 1	1,130	
Arabic Language	3.85 (136)	3.52 (37)	1.00 (1)	11.60	2,171	< 0.01*'
Mathematics	3.48 (107)	3.13 (48)	3.72 (4)	4.71	2,156	0.01**
Science	3.71 (102)	3.41 (34)	3.22 (2)	4.27	2,135	0.02**
Social Studies	3.73 (120)	3.64 (23)	2.50 (1)	2.01	2,141	0.14
English Language	3.89 (112)	3.80 (40)	3.30 (4)	2.57	2,153	0.08
Teacher's Manual						
Islamic Education	3.84 (109)	3.71 (22)	---- (0)	< 1	1,129	
Arabic Language	3.79 (137)	3.54 (36)	4.00 (1)	2.44	2,171	0.09
Mathematics	3.42 (108)	3.05 (49)	3.32 (4)	6.05	2,158	< 0.01**
Science	3.60 (102)	3.32 (34)	2.97 (2)	4.64	2,135	0.01**
Social Studies	3.64 (119)	3.36 (21)	---- (0)	5.08	2,138	< 0.03*
English Language	3.78 (107)	3.70 (39)	3.33 (4)	2.06	2,147	0.13

† Number of subjects given in parentheses below the corresponding mean.

A Scheffe pairwise comparison of the group means found: ** the high group differs significantly from the medium group; **** the high group differs significantly from both the middle and low groups; *' all three groups differ significantly, however the number of subjects in the low group is too small to draw any reliable conclusions about the low group.

* significantly different

0.29], Arabic language [$F(2,183) = 2.35$, $p = 0.10$], mathematics [$F(2,158) = 2.80$, $p = 0.06$], and social studies [$F(2,142) < 1$]. Statistically significant differences were obtained from the analysis of the science teacher and the English language teacher response, by response Factor IV, to human and physical resources [$F(2,135) = 5.00$, $p < 0.01$ and $F(2,156) = 6.51$, $p < 0.01$, respectively].

In the science teacher case, the post-hoc Scheffe pairwise comparison probe found science teachers that strongly supported Factor IV (mean = 3.24) reported greater satisfaction with the human and physical resources than science teachers that only moderately supported this factor (mean = 2.88). A similar result was obtained from the post-hoc Scheffe pairwise comparison probe of the response given by English language teachers. English language teachers that strongly supported factor IV (mean = 3.56) reported greater satisfaction with the human and physical resources than English language teachers that only moderately supported this factor (mean = 3.26). Additionally, English language teachers that strongly supported Factor IV also reported greater satisfaction with the human and physical resources than English language teachers that did not support Factor IV (mean = 2.92).

Teacher response to textbook items differed statistically as a function of teacher response to Factor IV (integrating the curriculum and social and cultural heritage) among teachers of Arabic language [$F(2,171) =$

11.60, $p < 0.01$]; mathematics [F(2,156) = 4.71, $p = 0.01$]; and science [F92,135) = 4.27, $p = 0.02$]. However teacher response for this relationship did not differ, statistically, among teachers of Islamic education [F(1,130) < 1], social studies [F(2,141) = 2.01, $p = 0.14$], and English language [F(2,153) = 2.57, $p = 0.08$]. The post-hoc Scheffe pairwise comparison probes of each significant ANOVA reported above, isolated reliably, teachers who strongly supported (high response) the integration of the students' social and cultural heritage into the curriculum (Factor IV) from teachers who only moderately supported (medium response) this type of curriculum ($p < 0.05$). Specifically, the mean response given to textbook items by teachers of Arabic language, mathematics and science who strongly supported Factor IV indicated they were more satisfied with textbook items (means of 3.85, 3.48, and 3.71, respectively) than teachers that indicated that they only moderately supported Factor IV (means of 3.52, 3.13, and 3.41, respectively).

Teacher response to teacher's manual items differed significantly as a function of teacher response to Factor IV among teachers of mathematics [F(2,158) = 6.05, $p < 0.01$], science [F(2,135) = 4.64, $p = 0.01$], and social studies [F(1,138) = 5.08, $p < 0.03$]. However, it did not differ significantly among teachers of Islamic education [F(1,129) = 1.74, $p = 0.19$], Arabic language [F(2,171) = 2.44, $p = 0.09$], and English language [F(2,147) = 2.06, $p = 0.13$]. In each of the significant analyses listed above, teachers that strongly supported (high response) integrating the students' social and cultural heritage into the curriculum reported significantly greater satisfaction with the teacher's manual than teachers that only moderately supported (medium response) this type of curriculum.

The results obtained from the statistical analyses of supervisor response to each of the three questionnaire sections on Resources as a function of supervisor response to Factor IV (integrating the curriculum and social and cultural heritage) are reported in Table 160.

Table 160: Supervisor response to items on the availability and quality of resources as a function of their attitude toward Factor IV - relating the curriculum to everyday life and the students' social and cultural heritage

	Type of Response					
	High mean†	Medium mean†	Low mean†	F	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials						
	3.34 (63)	3.11 (27)	3.70 (1)	1.70	2,88	0.19
Textbooks						
	3.84 (63)	3.64 (27)	2.00 (1)	6.78	2,88	< 0.01***'
Teacher's Manual						
	3.58 (63)	3.38 (27)	2.40 (1)	3.72	2,88	< 0.03**

† Number of subjects reported in parentheses below the mean.

A Scheffe pairwise comparison of the group means found: ***' the high and medium groups differ significantly from the low group, however, the small number of subjects in the low group prohibits any conclusion; ** no significant difference.

response to Factor IV (integrating the curriculum and social and cultural heritage) are reported in Table 161.

No statistically significant differences were found in the response given by administrators to human and physical resource items when those administrators were grouped by their response toward Factor IV [F(1,160) = 1.00, p < 0.32].

The response given by administrators to textbook items and the teacher's manual items, on the other hand, did differ significantly as a function of administrator response to Factor IV [F(1,160) = 15.11, p > 0.01 and F(1,158) = 16.31, p < 0.01]. In each case, the statistically significance difference lay between the response given to these resource items by administrators that strongly support the integration of the students' social and cultural heritage into the curriculum and administrators that only moderately supported this type of curriculum (p < 0.05). Specifically, administrators that strongly supported Factor IV reported greater satisfaction with the textbooks items (mean 3.91) and teacher's manual items (mean = 3.42) than administrators that moderately supported this factor (mean response of 3.42 and 3.37, respectively).

Table 161: Administrator response to items on the availability and quality of resources as a function of their attitude toward Factor IV - relating the curriculum to everyday life and the students' social and cultural heritage

Type of Response					
High mean[+]	Medium mean[+]	Low mean[+]	F	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials					
3.28 (134)	3.15 (28)	---- (0)	1.00	1,160	0.32
Textbooks					
3.93 (134)	3.42 (28)	---- (0)	15.11	1,160	< 0.01*
Teacher's Manual					
3.82 (132)	3.37 (28)	---- (0)	16.31	1,158	< 0.01*

[+] Number of subjects reported in parentheses below the mean.

* significantly different

No statistically significant differences were found in the response given to human and physical resources [$F(1,88) = 2.91$, $p = 0.06$] by supervisors that either strongly supported (high response), moderately supported or, did not support integrating the students' social and cultural heritage into the curriculum (Factor IV).

The response given to textbook and teacher's manual items by supervisors differed significantly as a function of supervisor response to Factor IV [$F(2,88) = 6.78$, $p < 0.01$ and $F(2,88) = 3.72$, $p < 0.03$, respectively].

In the first case however, the group of supervisors that strongly or moderately supported (high or medium response) Factor IV were found to differ significantly in the response they gave to textbook items as a result of the single supervisor that did not support (low response) this type of curriculum (Scheffe pairwise comparison probe, $p < 0.05$). The single respondent in the latter group compromised the reliability of this result and any conclusion.

In the second significant analysis listed above, teacher's manual items, the Scheffe pairwise comparison probe did not isolate any two specific groups as significantly different.

The results obtained from the statistical analyses of administrator response to each of the three questionnaire sections on Resources as a function of administrator

e. Factor V: Development of Thinking Abilities

1. THEORY

The results obtained from the statistical analyses of teacher response to Omani educational objective items as a function of teacher response to Factor V (development of thinking abilities) are reported in Table 162 by subject taught.

Table 162: Teacher response to Omani educational objectives items as a function of their attitude toward Factor V - development of thinking abilities

	Type of Response					
Subject Taught	High mean^{+}	Medium mean^{+}	Low mean^{+}	F	df	p
Islamic Education	4.27 (116)	3.79 (22)	3.53 (1)	8.06	2,136	$< 0.01^{**}$
Arabic Language	4.15 (146)	3.81 (30)	3.48 (7)	8.82	2,180	$< 0.01^{****}$
Mathematics	3.76 (120)	3.33 (35)	2.93 (9)	11.81	2,161	$< 0.01^{****}$
Science	3.89 (120)	3.67 (13)	2.87 (3)	5.18	2,133	$< 0.01^{*****'}$
Social Studies	4.08 (117)	3.64 (24)	3.55 (4)	8.17	2,142	$< 0.01^{**}$
English Language	3.72 (93)	3.57 (64)	2.70 (6)	7.69	2,160	$< 0.01^{***}$

$^{+}$ Number of subjects given in parentheses below the corresponding mean.

A Scheffe pairwise comparison of the group means found: ** the high group is significantly different from the medium group; **** the high group differ significantly from the medium and low groups; $^{*****'}$ the high group differs from the low group, however, the small number of subjects in the low group compromises any conclusion; *** the high and medium groups differ significantly from the low group.

Teacher response toward Factor V predicted the response teachers gave to Omani educational objective items when the teacher was specialized in any subject matter area, except science. Typically, teachers who gave a high rating to this factor reported greater agreement with the Omani educational objective items than teachers that moderately supported, and, in some cases did not support this factor. The specific results are listed below by subject matter taught.

a. Islamic Education Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to Omani educational objective items by Islamic education teachers that rated the importance of developing the student's critical thinking abilities (Factor V) as either high, medium, or low [$F(2,136) = 8.06$, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe isolated the significant difference to teachers that rated the importance of this factor as either high or medium ($p < 0.05$). The direction of this effect found Islamic education teachers that rated Factor V as highly important in greater agreement with the Omani educational objectives items (mean = 4.27) than Islamic education teachers that rated Factor V as moderately important (mean = 3.79).

b. Arabic Language Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to Omani educational objective items by Arabic language teachers that rated the importance of developing the students' critical thinking abilities (Factor V) as either high, medium or low [$F(2,180) = 8.82$, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe isolated the statistically significant difference to Arabic language teachers that rated Factor V as highly important and Arabic language teachers that rated this factor as moderately important or low in importance ($p < 0.05$). Teachers in the former group agreed more strongly with the Omani educational objective items (mean = 4.50) than teachers in the latter two groups (medium response mean = 3.81 and low response mean = 3.48).

c. Mathematics Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to Omani educational objective items by mathematics teachers that rated the importance of developing the students' critical thinking abilities (Factor V) as either high, medium or low [F(2,161) = 11.81, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe isolated the statistically significant difference to mathematics teachers that rated Factor V as highly important and mathematics teachers that rated this factor as moderately important or low in importance ($p < 0.05$). Teachers in the former group agreed more strongly with the Omani educational objective items (mean = 3.76) than teachers in the latter two groups (medium response mean = 3.33 and low response mean = 2.93).

d. Science Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to Omani educational objective items by science teachers that rated the importance of developing the students' critical thinking abilities (Factor V) as either a high, medium, or low [F(2,133) = 5.18, $p < 0.01$]. The subsequent Scheffe pairwise comparison probe found this significant difference lay between science teachers that rated the importance of Factor V as high or medium, and science teachers that rated the importance of this factor as low ($p < 0.05$). However, the number of respondents in the latter group was too small (n=3) to draw any reliable conclusions.

e. Social Studies Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to the Omani educational objective items by social studies teachers that rated the importance of developing the students' critical thinking abilities (Factor V) as either high, medium, or low [F(2,142) = 8.17, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe isolated the significant difference to teachers that rated the importance of this factor as either high or medium ($p < 0.05$), finding that social studies teachers rated Factor V as highly important were reported in greater agreement with the Omani educational objective items (mean = 4.08) than social studies teachers that rated Factor V as moderately important (mean = 3.64).

f. English Language Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to Omani educational objective items by English language teachers that rated the importance of developing the students' critical thinking abilities (Factor V) as either high, medium, or low [F(2,160) = 7.69, $p < 0.01$]. The

> post-hoc Scheffe pairwise comparison probe isolated the significant differences to english language teachers that rated Factor V as high or medium, and English language teachers that rated this factor as low ($p < 0.05$). Specifically, those teachers that rated the importance of Factor V as high or medium reported significantly greater agreement with the Omani educational objective items (high response mean = 3.72 and medium response mean = 3.57) than those teachers that gave this factor a low rating (mean = 2.70).

The results obtained from the statistical analysis of supervisor response to Omani educational objective items as a function of supervisor response to Factor V (development of thinking abilities) is reported in Table 163. No statistically significant differences in response to Omani educational objective items were found between supervisors that rated the imporatnce of developing the students' critical thinking abilities (Factor V) as either high, medium or low [$F(2,89) < 1$].

Table 163: Supervisor response to Omani Educational Objective items as a function of their attitude toward Factor V - development of thinking abilities

Type of Response					
High mean⁺	Medium mean⁺	Low mean⁺	F	df	p
3.77 (63)	3.58 (26)	3.45 (3)	< 1	2,89	

⁺ Number of subjects reported in parentheses below the mean.

The results obtained from the statistical analysis of administrator response to Omani educational objective items as a function of administrator response to Factor V (development of thinking abilities) is reported in Table 164.

A statistically significant difference in response to Omani educational objective items was found between administrators that rated the importance of developing the students' critical thinking abilities (Factor V) as either high, medium, or low [$F(2,159) = 5.66$, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe of this significant result ($p < 0.05$) found administrators that had given a high rating to Factor V in greater agreement (mean = 4.10) with the Omani educational objective items than administrators that had given a medium rating (mean = 3.71).

Table 164: Administrator response to Omani Educational Objective items as a function of their attitude toward Factor V - development of thinking abilities

Type of Response					
High mean⁺	Medium mean⁺	Low mean⁺	F	df	p
4.10 (131)	3.71 (26)	4.11 (5)	5.66	2,159	< 0.01**

⁺ Number of subjects reported in parentheses below the mean.
** A Scheffe pairwise comparison of the group means found the high group to differ significantly from the medium group.

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2. PROCESS AND PRACTICE

The results obtained from the statistical analyses of teacher response to classroom activity items (methods of instruction and student assessment) as a function of teacher response to Factor V (development of thinking abilities) are reported in Table 165 by subject matter taught.

Table 165: Teacher response to method of instruction and student asssessment items as a function of their attitude toward Factor V - development of thinking abilities

Subject Taught	Type of Response High mean†	 Medium mean†	 Low mean†	F	df	p
Islamic Education	4.06 (116)	3.80 (22)	3.35 (1)	3.51	2,136	0.03''
Arabic Language	3.94 (144)	3.61 (30)	3.22 (7)	10.40	2,178	< 0.01****
Mathematics	3.73 (110)	3.37 (49)	2.93 (5)	16.80	2,161	< 0.01****
Science	3.81 (120)	3.58 (13)	2.78 (3)	9.86	2,135	< 0.01***'
Social Studies	3.78 (117)	3.50 (24)	3.51 (4)	3.72	2,142	< 0.03**
English Language	3.53 (90)	3.48 (64)	3.01 (5)	3.01	2,157	0.052

† Number of subjects given in parentheses below the corresponding mean.

A Scheffe pairwise comparison of the group means found: '' no statistical difference; **** the high group differs significantly from the medium and low groups; ***' the high and middle groups differ significantly from the low group, however, the small number of subject in the low group compromises any conclusion; ** the high group differs significantly from the low group.

Teacher's response toward Factor V predicted the response they gave to classroom activity items when the teacher was specialized in any subject matter area except science. The specific results are listed below by subject matter taught.

a. Islamic Education Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to classroom activity items (method of instruction and student assessment) by Islamic education teachers that rated the importance of developing the students' critical thinking abilities (Factor V) as either high, medium, or low [F(2,136) = 3.51, p = 0.03]. However, the post-hoc Scheffe pairwise comparison probe did not find that any two groups (high, medium, or low) differed significantly.

b. Arabic Language Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to classroom activity items by Arabic language teachers that rated the importance of developing the students' critical thinking abilities (Factor V) as either high, medium, or low [F(2,178) = 10.40, p < 0.01]. The post-hoc Scheffe pairwise comparison probe found Arabic language teachers that rated Factor V as high differed significantly from Arabic language teachers that rated Factor V as medium or low. Specifically, teachers in the former group agreed more strongly with the classroom activity items (mean = 3.94) than teachers in the latter two groups (medium response mean = 3.61 and low response mean = 3.22).

c. Mathematics Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to classroom activity items by mathematics teachers that rated the importance of developing the students' critical thinking abilities (Factor V) as either high, medium, or low [F(2,161) = 16.80, p < 0.01]. The post-hoc Scheffe pairwise comparison probe found mathematics teachers that rated Factor V as high differed significantly from mathematics teachers that rated Factor V as medium or low. Specifically, teachers in the former group agreed more strongly with the classroom activity items (mean = 3.73) than teachers in the latter two groups (medium response mean = 3.37 and low response mean = 2.93).

d. Science Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to classroom activity items by science

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teachers that rated the importance of developing the students' critical thinking abilities (Factor V) as either high, medium, or low [2,133) = 9.86, $p < 0.01$]. However, the subsequent Scheffe probe found this significant difference lay between science teachers that gave a high or medium rating to Factor V, and the few science teachers (n=3) that gave a low rating to Factor V. The small number of respondents in the latter group compromises the reliability of this statistic, and any conclusion involving the low response group.

e. Social Studies Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to classroom activity items by social studies teachers that rated the importance of developing the students' critical thinking abilities (Factor V) as either high, medium or low [$F(2,142) = 3.72$, $p = 0.03$]. The post-hoc Scheffe pairwise comparison probe of this significant analysis found social studies teachers that rated Factor V as high differed from social studies teachers that rated Factor V as medium. Specifically, social studies teachers that rated the development of the student's critical thinking abilities as highly important agreed more with the classroom activity items (mean = 3.78) than social studies teachers that gave a moderate rating to this issue (mean = 3.50).

f. English Language Teachers. The one-way ANOVA revealed a statistically significant difference in the response given to classroom activity items by English language teachers that rated the importance of developing the students' critical thinking abilities (Factor V) as either high, medium, or low [$F(2,157) = 3.01$, $p < 0.05$]. However, the post-hoc Scheffe pairwise comparison probe did not find that two or more specific groups differed significantly.

The results obtained from the statistical analysis of supervisor response to classroom activity items (methods of instruction and student assessment) as a function of supervisor response to Factor V (development of thinking abilities) is reported in Table 166.

The one-way ANOVA revealed a statistically significant difference in the response given to classroom activity items (methods of instruction and student assessment) by supervisors that rated the importance of developing the students' critical thinking abilities (Factor V) as either high, medium, or low [F(2,89) = 4.67, p < 0.02]. However, the post-hoc Scheffe pairwise comparison probe found this significant difference was between supervisors that rated Factor V as high or medium, and the few supervisors that rated this factor as low (n=3). The small number of respondents in the latter group compromises any conclusions involving the low-response group.

Table 166: Supervisor response to methods of instruction and student assessment items as a function of their attitude toward Factor V - development of thinking abilities

Type of Response					
High mean[+]	Medium mean[+]	Low mean[+]	F	df	p
3.63 (63)	3.52 (26)	2.74 (3)	4.67	2,89	0.01[***']

[+] Number of subjects reported in parentheses below the mean.

[***'] A Scheffe pairwise comparison of the group means found high and medium groups to differ significantly from the low group, however, the small number of subjects in the low group compromises any conclusion.

The results obtained from the statistical analysis of administrator response to classroom activity items (methods of instruction and student assessment) as a function of the administrator response to Factor V (development of thinking abilities) is reported in Table 167.

A statistically significant difference in response to classroom activity items was found between administrators that differed in the rating of importance they gave to the development of the students' critical thinking abilities (Factor V) [F(2,159) = 7.87, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe found administrators that gave a high rating to Factor V in greater agreement (mean = 3.87) with the classroom activity items than administrators that gave a medium rating to this factor (mean = 3.56).

Table 167: Administrator response to methods of instruction and student assessment items as a function of their attitude toward Factor V - development of thinking abilities

	Type of Response					
	High mean†	Medium mean†	Low mean†	F	df	p
	3.87 (131)	3.56 (26)	3.61 (5)	5.70	2,159	< 0.01**

† Number of subjects reported in parentheses below the mean.
** A Scheffe pairwise comparison of the group means found the high group to differ significantly from the low group.

3. RESOURCES

The results obtained from the statistical analyses of teacher response to each of the three questionnaire sections on Resources as a function of teacher response to Factor V (development of thinking abilities) are reported in Table 168 by subject matter taught.

Teacher response to human and physical resource items (staff, facilities, materials, and equipment) as function of

Table 16B: Teacher response to items on the availability and quality of resources as a function of their attitude toward Factor V - development of thinking abilities

Subject Taught	Type of Response High mean†	 Medium mean†	 Low mean†	F	df	p
		Human and Physical Resources: Staff, Equipment, Facilities, and Materials				
Islamic Education	3.46 (109)	3.49 (21)	4.04 (1)	< 1	2,128	
Arabic Language	3.41 (145)	3.00 (29)	3.25 (7)	3.34	2,178	< 0.04**
Mathematics	2.85 (119)	2.74 (33)	3.26 (9)	2.30	2,158	0.10
Science	3.15 (120)	3.02 (13)	3.05 (3)	< 1	2,133	
Social Studies	2.96 (117)	2.88 (24)	2.84 (4)	< 1	2,142	
English Language	3.47 (89)	3.46 (64)	3.29 (6)	< 1	2,156	0.78
		Textbooks				
Islamic Education	4.02 (109)	3.85 (20)	4.28 (1)	< 1	2,127	
Arabic Language	3.85 (137)	3.53 (25)	3.13 (7)	5.44	2,166	< 0.01*****
Mathematics	3.46 (117)	3.13 (33)	3.22 (9)	3.27	2,156	0.04**
Science	3.66 (120)	3.36 (13)	2.85 (3)	5.02	2,133	< 0.01*****'
Social Studies	3.75 (116)	3.52 (24)	3.60 (4)	1.43	2,141	0.24
English Language	3.87 (88)	3.85 (63)	3.64 (5)	< 1	2,153	
		Teacher's Manual				
Islamic Education	---- (109)	---- (22)	---- (0)			
Arabic Language	3.28 (136)	3.57 (26)	3.78 (7)	3.17	2,166	0.05**
Mathematics	3.39 (118)	3.12 (34)	2.94 (9)	3.85	2,158	0.02**
Science	3.56 (120)	3.21 (13)	3.09 (3)	3.24	2,133	0.04**
Social Studies	3.65 (115)	3.41 (22)	3.23 (3)	5.08	2,137	0.08
English Language	3.77 (82)	3.74 (63)	3.58 (5)	< 1	2,147	

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† Number of subjects given in parentheses below the corresponding mean.

A Scheffe pairwise comparison of the group means found: ** the high group differs significantly from the medium group; ***** the high group differs significantly from low group; *****' the high group differs significantly from low group, however, the small number of subjects in the low group compromises any conclusion; no significant difference.

teacher response to Factor V, differed significantly among Arabic language teachers only : Islamic education [$F(2,128) < 1$]; Arabic language [$F(2,178) = 3.34$, $p = 0.04$]; mathematics [$F(2,158) = 2.30$, $p = 0.10$]; science [$F(2,133) < 1$]; social studies [$F(2,142) < 1$]; and English language [$F(2,156 < 1$]. The post-hoc Scheffe pairwise comparison probe of the Arabic language teacher analysis found those Arabic language teachers that rated the importance of developing the students' critical thinking abilities (Factor V) as high, differed significantly from Arabic language teachers that gave a medium rating to this issue ($p < 0.05$). In this case, Arabic language teachers that rated Factor V as high reported greater satisfaction (mean = 3.41) with the human and physical resources than Arabic language teachers that rated this factor as medium (mean = 3.00).

Teacher response to textbook items differed significantly as a function of teacher response to Factor V (development of thinking abilities) among teachers of Arabic language [$F(2,166) = 5.44$, $p = 0.01$] and mathematics [$F(2,156) = 3.27$, $p = 0.04$]. However, it did not differ significantly among teachers of Islamic education [$F(2,127) < 1$], social studies [$F(2,141) = 1.43$, $p = 0.24$], and English language [$F(2,153) < 1$]. The Scheffe pairwise comparison probe found statistically significant differences within the Arabic language teacher analysis, but not within the mathematics teacher analysis (no two groups differed significantly). In the Arabic language teacher analysis, those teachers that rated Factor V as high differed significantly from those teachers that rated Factor V as low ($p < 0.05$). The former group reported significantly greater satisfaction (mean = 3.85) with the textbook than the latter group (mean = 3.13).

In the science teacher analysis, the ANOVA obtained statistical significance [$F(2,133) = 5.02$, $p < 0.01$], however, the post-hoc Scheffe probe found this difference to relied on the low response group with only a small number of science teachers (n=3). Consequently, the results in this case are unreliable and any conclusion would be premature.

Teacher response to teacher's manual items differed significantly as a function of teacher response to Factor V when the teachers taught either Arabic language [$F(2,166) = 3.17$, $p < 0.05$], mathematics [$F(2,158) = 3.85$, $p = 0.02$], or science [$F(2,133) = 3.24$, $p = 0.04$]. The post-hoc Scheffe pairwise comparison probe of each of these significant analyses did not find, among any teacher group, significant differences between any two groups.

The results obtained from the statistical analyses of supervisor response to each of the three questionnaire sections on Resources as a function of supervisor response to Factor V (development of thinking abilities) are reported in Table 169. No statistically significant differences in the response to human and physical resource items [$F(2,88) = 2.91$, $p = 0.06$], textbooks items [$F(2,88) < 1$], and teacher's manual items [$F(2,88) < 1$] were found between supervisors that rated the importance of developing the students' critical thinking abilities (Factor V) as either high, medium, or low.

Table 169: Supervisor response to items on the availability and quality of resources as a function of their attitude toward Factor V - development of thinking abilities

Type of Response: High mean*	Medium mean*	Low mean*	F	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials					
3.20 (62)	3.37 (26)	3.96 (3)	2.91	2,88	0.06
Textbooks					
3.78 (62)	3.76 (26)	3.47 (3)	< 1	2,88	
Teacher's Manual					
3.49 (62)	3.56 (26)	3.43 (3)	< 1	2,88	

* Number of subjects reported in parentheses below the mean.

The results obtained from the statistical analyses of administrator response to each of the three questionnaire sections on Resources as a function of administrator response to Factor V (development of thinking abilities) are reported in Table 170.

No statistically significant difference as a function of the administrator reponse to Factor V was found in the response administrator gave to human and physical resource items [$F(2,159) = 1.80$, $p - 0.17$]. However, statistically significant differences were found in responses given to textbook items [$F(2,159) = 7.39$, $p < 0.01$], and teacher's manual items [$F(2,157) = 11.74$, $p < 0.01$] by administrators that rated Factor V as either high, medium, or low. In each

Table 170: Administrator response to items on the availability and quality of resources as a function of their attitude toward Factor V - development of thinking abilities

	Type of Response					
	High mean†	Medium mean†	Low mean†	F	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials						
	3.30 (131)	3.07 (26)	3.03 (5)	1.80	2,159	0.17
Textbooks						
	3.93 (131)	3.44 (26)	3.54 (5)	7.39	2,159	< 0.01**
Teacher's Manual						
	3.83 (129)	3.30 (26)	3.12 (5)	11.74	2,157	< 0.01**

† Number of subjects reported in parentheses below the mean.

** A Scheffe pairwise comparison of the groups means found the high group differed significantly from the medium group.

case, the post-hoc Scheffe pairwise comparison probe found the significant difference was between administrators that rated the importance of developing the students' thinking abilities (Factor V) as high and administrators that rated Factor V as medium ($p < 0.05$). Specifically, administrators that rated Factor V as high reported greater satisfaction with the textbook (mean = 3.93) and the teacher's manual (mean = 3.83) than administrators that moderately supported this factor (mean response of 3.44 and 3.30).

3. Parametric Analysis Of Position Variable (Teachers Versus Supervisors Versus Administrators)

Teacher, combined across all subject matter areas, supervisor and administrator responses to items assessing Omani educational Theory, Process and Practice of Education, and Resource quality and availability were compared to assess the extent to which these three groups of respondents differed in the response they gave to these issues.

a. THEORY

The mean response and the results from the statistical analysis of teacher, supervisor, and administrator response to Omani educational objective items is reported in Table 171. A statistically significant difference in response given to Omani educatinal objective items was found as a function of the respondent's academic position [$F(2,1190) = 8.12$, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe found all three positions differed significantly from each other ($p < 0.05$), such that administrators reported the greatest (mean = 4.04), and supervisors reported the least (mean = 3.71) level of agreement with the Omani educational objective items. The mean response given to these items by teachers (mean = 3.88) was intermediate to, and statistically different from, the response given by administrators and supervisors.

Table 171: Differences in the response given to Omani educational objective items as a function of academic postiton

	Academic Position					
	Teacher mean[+]	Supervisor mean[+]	Administrator mean[+]	F	df	p
	3.88 (939)	3.71 (92)	4.04 (162)	8.12	2,1190	< 0.01[*]

[+] Number of subjects reported in parentheses below the mean.

[*] A Scheffe pairwise comparison of the group means found the response given by all three groups to differ significantly.

b. PROCESS AND PRACTICE

The results obtained from the statistical analysis of teacher, supervisor, and administrator response to classroom activity items (methods of instruction and student assessment) is reported in Table 172. A statistically significant difference in response to these items was found as a function of the respondents academic position as either a teacher, supervisor, or administrator [$F(2,1186) = 6.06$, p

< 0.01]. The post-hoc Scheffe pairwise comparison probe isolated administrators and teachers as statistically different from supervisors ($p < 0.05$), such that administrators and teachers reported greater agreement with classroom activity items (means of 3.81 and 3.74 respectively) than supervisors (mean = 3.57).

Table 172: Differences in the response given to classroom activity items (methods of instruction and student assessment) as a function of academic position

	Academic Position					
	Teacher mean[†]	Supervisor mean[†]	Administrator mean[†]	F	df	p
	3.74 (935)	3.57 (92)	3.81 (162)	6.06	2,1186	< 0.01[*]

[†] Number of subjects reported in parentheses below the mean.

[*] A Scheffe pairwise comparison of the group means found the administrator and teacher responses to differ significantly from the supervisor response.

c. RESOURCES

The mean response and the results from the statistical analysis of teacher, supervisor, and administrator response to each of the three questionnaire sections on Resources are reported in Table 173.

No statistically significant differences were found between teachers, supervisors, and administrators in their response to human and physical resource items (staff, equipment, facilities, and materials) [$F(2,1173) < 1$] or that administrators reported significantly greater satisfaction with the teacher's manual (mean = 3.74) than supervisors (mean = 3.51). Teacher response to these items was intermediate to, but _not_ statistically different from, that of administrators and supervisors.

Table 173: Differences in the response given to each of three Resource questionnaire sections as a fucntion of academic position

Academic Position					
Teacher mean†	Supervisor mean†	Administrator mean†	F	df	p
Human and Physical Resources: Staff, Equipment, Facilities, and Materials					
3.20 (923)	3.47 (91)	3.25 (162)	< 1	2,1173	
Textbooks					
3.71 (904)	3.76 (91)	3.83 (162)	2.52	2,1154	0.08
Teacher's Manual					
3.62 (895)	3.51 (91)	3.74 (160)	4.66	2,1143	< 0.01*

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† Number of subjects reported in parentheses below the mean.

* A Scheffe pairwise comparison of the group means found the administrator response to differ significantly from the superivor response.

textbook items [F(2,1154) = 2.52, $p = 0.08$]. In response to the teacher's manual items, however, a statistically significant difference was found as a function of the respondent's academic position as either a teacher, supervisor, or administrator [F(2,1143) = 4.66, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe of the latter analysis isolated administrators and supervisors as statistically different from each other ($p < 0.05$), such

B. PROCESS OF CURRICULUM DEVELOPMENT

1. Parametric Analysis of Demographic Variables

a. Gender

The results obtained from the statistical comparison of teacher response, by gender, to curriculum development items are reported in Table 174 by subject matter taught.

No statistically significant differences in response to curriculum development items were found between male and female teachers specialized in any subject matter area: Islamic education - $t(135) = 0.69$, $p = 0.49$; Arabic language - $t(181) = -0.33$, $p = 0.75$; mathematics - $t(157) =-1.31$, $p = 0.19$; science - $t(134) = -0.27$, $p = 0.79$; social studies - $t(143) = -1.71$, $p = 0.09$; and English language - $t(157) = 0.17$, $p = 0.87$.

The mean response given by male and female supervisors and the result of the statistical comparison of these mean responses is presented in Table 175. Male and female supervisors, like male and female teachers, did not give statistically different responses to curriculum development items [$t(88) = -1.34$, $p = 0.18$].

Table 174: Teacher response by gender to items on the process of curriculum development

Subject Taught	Gender Male mean+	 Female mean+	t	df	p
Islamic Education	3.53 (94)	3.44 (43)	0.69	135	0.49
Arabic Language	3.36 (129)	3.40 (54)	-0.33	181	0.75
Mathematics	2.98 (109)	3.13 (50)	-1.31	157	0.19
Science	3.08 (98)	3.11 (38)	-0.27	134	0.79
Social Studies	3.17 (101)	3.35 (44)	-1.71	143	0.09
English Language	3.13 (107)	3.11 (52)	0.17	157	0.87

+ Number of subjects reported in parentheses below the mean.

Table 175: Supervisor response by gender to items on the process of curriculum development

Gender Male mean+	 Female mean+	t	df	p
3.33 (84)	3.71 (6)	-1.34	88	0.18

+ Number of subjects reported in parentheses below the mean.

b. Nationality

The statistical comparisons of teacher response, by nationality, to curriculum development items are reported in Table 176 by subject matter taught.

Table 176: Teacher response by nationality to items on the process of curriculum development

	Nationality				
Subject Taught	Omani mean$^+$	non-Omani mean$^+$	t	df	p
Islamic Education	3.37 (20)	3.50 (108)	-0.74	126	0.46
Arabic Language	4.14 (11)	3.31 (167)	3.85	176	< 0.01*
Mathematics	3.31 (6)	3.03 (144)	1.09	148	0.28
Science	2.46 (4)	3.11 (129)	-2.10	131	0.04*^
Social Studies	3.27 (19)	3.21 (125)	0.40	142	0.69
English Language	3.17 (15)	3.15 (144)	0.06	157	0.95

$^+$ Number of subjects reported in parentheses below the mean.
* significant difference
*^ the number of Omani respondents is too small to draw a reliable conclusion.

Statistically significant differences in response to curriculum development items were found between Omani and non-Omani teachers of Arabic language [t(176) = 3.85, p < 0.01] and science [t(131) = -2.10, p < 0.04]. In the Arabic language teacher analysis, the mean response given to curriculum development items by Arabic language teachers of

Omani nationality was significantly larger (mean = 4.14) than the mean response given to these items by arabic language teachers of non-Omani nationality (mean = 3.31). In the science teacher analysis, the interpretation is confounded by the small number of Omani teachers (n=4); consequently, any conclusion would be premature.

All remaining comparisons of teacher response, by nationality, to curriculum development items yielded non-significant results: Islamic education - t(126) = -0.74, p = 0.46; mathematics - t(148) = 1.09, p = 0.28; social studies - t(142) = 0.40, p = 0.69; and English language - t(157) = 0.06, p = 0.95.

The result obtained from the statistical comparison of supervisor response, by nationality, to curriculum development items is reported in Table 177. No statistically significant differences in response to these items was found between Omani and non-Omani supervisors [t(88) = 0.58, p = 0.56].

Table 177: Supervisor response by nationality to items on the process of curriculum development

Nationality				
Omani mean+	non-Omani mean+	t	df	p
3.45 (17)	3.34 (73)	0.58	88	0.56

+ Number of subjects reported in parentheses below the mean.

c. District of Employment

The results obtained from the statistical comparison of teacher response, by district of employment, to curriculum development items are reported in Table 178 by subject matter taught.

Table 178: Teacher response by district of employment to items on the process of curriculum development

Subject Taught	Cap mean†	Bat mean†	Rous mean†	Dak mean†	Dhah mean†	Shar mean†	Wous mean†	Jan mean†	Mus mean†	F	df	p
	District											
Islamic Education	3.60	3.44	3.70	3.46	3.65	3.61	3.45	3.46	2.96	< 1	8,131	
	(20)	(25)	(12)	(21)	(10)	(19)	(11)	(10)	(4)			
Arabic Language	3.07	3.38	3.19	3.30	3.37	3.10	3.64	3.49	3.02	2.02	8,180	< 0.05°
	(20)	(31)	(17)	(17)	(13)	(15)	(29)	(29)	(10)			
Mathematics	3.10	2.96	2.92	2.96	3.00	3.40	3.06	3.01	2.82	< 1	8,155	
	(25)	(30)	(13)	(22)	(12)	(14)	(21)	(20)	(7)			
Science	3.09	2.93	2.70	3.38	3.07	3.14	2.99	3.16	3.30	1.25	8,129	0.28
	(25)	(10)	(12)	(17)	(13)	(12)	(10)	(25)	(6)			
Social Studies	3.06	3.29	3.44	3.01	3.10	3.34	3.36	3.15	2.84	1.27	8,134	0.27
	(20)	(30)	(20)	(8)	(10)	(16)	(12)	(23)	(6)			
English Language	3.01	2.90	3.21	3.33	2.90	3.33	3.49	2.16	3.92	5.55	8,154	< 0.01#
	(19)	(35)	(19)	(25)	(13)	(10)	(20)	(9)	(5)			

Keys: Cap = Capital; Bat = Batinah; Rows = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam

† Number of subjects reported in parentheses below the mean.

A Scheffe pairwise comparison of the group means found: ° no two groups differed significantly; # teachers from Janoubiyah differed significantly from teachers from Musandam, Wousta, Dakhilyah, Sharqiyah, and Roustaq

Statistically significant differences in response to curriculum development items as a function of the teacher's district of employment were found among teachers of Arabic language and English language [$F(8,180) = 2.02$, $p < 0.05$ and $F(8,154) = 5.55$, $p < 0.01$, respectively]. The post-hoc Scheffe pairwise comparison probe of each significant analysis found statistical differences among English language teachers only ($p < 0.05$). In this case, English language teachers from Janoubiyah (mean = 2.16) reported significantly less agreement with curriculum development items than English language teachers from Musandam (mean = 3.92), Wosta (mean = 3.49), Dakhilyah (mean = 3.33), Sharqiyah (mean = 3.33), or Roustaq (mean = 3.21). The mean response given to curriculum development items by English language teachers from the remaining districts fell intermediate to, but not significantly different from, the mean response given by teachers from the districts listed above.

No statistically significant differences in response to curriculum development items as a function of district of employment were found among teachers of Islamic education [F(8,131) < 1], mathematics [F(8,155) < 1], science F(8,129) = 1.25, p = 0.28], or social studies [F(8,136) = 1.27, p = 0.27].

The mean responses given to curriculum development items by supervisors within each of the nine districts and the result from the statistical comparison of these responses is reported in Table 179. No statistically significant differences in response to curriculum development items were found as a function of the supervisor's district of employment [F(8,74) = 2.00, p = 0.06].

Table 179: Supervisor response by district of employment to items on the process of curriculum development

Cap mean†	Bat mean†	Rous mean†	Dak mean†	Dhah mean†	Shar mean†	Wous mean†	Jan mean†	Mus mean†	F	df	p
2.92 (19)	3.76 (8)	3.68 (5)	3.50 (12)	3.33 (8)	3.91 (8)	3.60 (9)	3.16 (8)	3.61 (6)	2.00	8,74	0.06

Key: Cap = Capital; Bat = Batinah; Rous = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam

† Number of subjects reported in parentheses below the mean.

d. Teaching Experience

Four levels of teaching experience were defined: 1-3 years, 4-6 years, 7-10 years, and greater than 10 years of teaching experience.

The results obtained from the statistical analyses of teacher response, by teaching experience, to curriculum development items are reported in Table 180 by subject matter taught. No statistically significant differences in response to curriculum development items as a function of teaching experience were found among teachers of any subject matter area: Islamic education - F(3,127) = 1.30, p = 0.28; Arabic language - F(3,173) = 1.54, p = 0.21; mathematics - F(3,150) = 1.40, p = 0.25; science F(3,130) = 1.98, p = 0.12; social studies - F(3,134) = 2.29, p = 0.08; and English language - F(2,157) = 1.70, p = 0.19.

Table 180: Teacher response to items on the process of curriculum development by the number of years of teaching experience

Subject Taught	Number of Years 1-3 years mean[+]	 4-6 years mean[+]	 7-10 years mean[+]	 10+ years mean[+]	F	df	p
Islamic Education	3.39 (34)	3.29 (14)	3.68 (20)	3.55 (63)	1.30	3,127	0.28
Arabic Language	3.34 (30)	3.69 (17)	3.44 (36)	3.29 (94)	1.54	3,173	0.21
Mathematics	3.18 (19)	3.30 (15)	2.98 (58)	2.99 (62)	1.40	3,150	0.25
Science	3.48 (11)	2.90 (13)	3.04 (44)	3.10 (66)	1.98	3,130	0.12
Social Studies	3.27 (23)	3.58 (12)	3.32 (29)	3.13 (74)	2.29	3,134	0.08
English Language	3.20 (16)	3.35 (25)	3.08 (119)	---- (0)	1.70	2,157	0.19

[+] Number of subjects reported in parentheses below the mean.

Supervisor response to curriculum development items, like teacher response, did not differ significantly as a function of the supervisor's teaching experience [F(3,81) < 1]. This result as well as the mean response given by supervisors at each level of teaching experience is reported in Table 181.

Table 181: Supervisor response to items on the process of curriculum development by the number of years of teaching experience

Number of Years						
1-3 years mean⁺	4-6 years mean⁺	7-10 years mean⁺	10+ years mean⁺	F	df	p
3.35 (16)	3.51 (6)	3.35 (18)	3.37 (45)	< 1	3,81	

⁺ Number of subjects given in parentheses below the mean.
A Scheffe pairwise comparison of the group means found * supervisors with 10+ years of teaching experience differed significantly from supervisors with 7-10 years of teaching experience.

e. Academic Preparation

Seven levels of academic preparation were present within the combined teacher-supervisor sample. These levels (followed by the code assigned to each category) included: college or university degree in education (CU-ed); college or university degree in an area other than education (CU); two years of training at the Teacher Training Institute after secondary school (TTI-S2); one year of training at the Teacher Training Institute after Secondary School (TTI-S1); five years of training at the Teacher Training Institute after preparatory school (TTI-P5); three years of training at the Teacher Training Institute after preparatory school (TTI-P3); and secondary school only (S). However, within each teacher-by-subject-matter-taught sample, and supervisor sample, the levels of academic preparation represented and the distribution of respondents across these levels varied considerably. Consequently, each statistical analysis varies in the number of levels available for comparison and the distribution of respondents within each available level. In general, the distribution of respondents across levels of academic preparation was skewed in the direction of college or university degrees.

The results from the statistical analyses of teacher response to curriculum development items as a function of the highest level of academic preparation teachers had obtained are reported in Table 182 by subject matter taught.

Table 182: Teacher response to items on the process of curriculum development by type of educational preparation

	Type and Amount										
Subject Taught	CU-E mean[†]	CU-nE mean[†]	TTIS2 mean[†]	TTIS1 mean[†]	TTIP5 mean[†]	TTIP3 mean[†]	S mean[†]	P mean[†]	F	df	p
Islamic Education	3.44 (67)	3.56 (63)	4.28 (1)	3.63 (2)	4.10 (1)	---- (0)	2.85 (1)	---- (0)	< 1	5,129	
Arabic Language	3.40 (77)	3.31 (89)	4.17 (4)	3.82 (2)	4.25 (5)	3.39 (1)	---- (0)	---- (0)	2.75	5,172	0.02*
Mathematics	3.03 (136)	2.98 (19)	4.22 (1)	2.82 (1)	---- (0)	---- (0)	2.64 (2)	---- (0)	1.07	4,154	0.38
Science	3.14 (110)	2.85 (21)	---- (0)	---- (0)	---- (0)	---- (0)	3.54 (2)	---- (0)	2.42	2,130	0.09
Social Studies	3.30 (83)	3.05 (50)	3.21 (1)	4.13 (3)	3.70 (1)	2.12 (1)	---- (0)	---- (0)	3.72	5,133	< 0.01*
English Language	3.07 (51)	3.52 (15)	3.07 (77)	3.00 (7)	4.17 (1)	4.23 (1)	2.95 (3)	---- (0)	1.83	6,148	0.10

Keys: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; and P = Preparatory School.

[†] Number of subjects reported in parentheses below the mean.
A Scheffe pairwise comparison of the group means found * no two groups to differ significantly.

Statistically significant differences in the response given to curriculum development items as a function of academic preparation were found, by one-way ANOVA, among Arabic language teachers and social studies teachers

[F(5,172) = 2.75, p = 0.02 and F(5,133) = 3.72, p < 0.01, respectively]. However, the subsequent Scheffe pairwise comparison probes of these analyses did not find two specific levels of academic preparation to differ significantly.

The response given to curriculum development items by teachers of Islamic education, mathematics, science, and English language did not differ significantly as a function of academic preparation [F(5,129) < 1; F(4,154) = 1.07, p = 0.38; F(2,130) = 2.42, p = 0.09; and F(6,148) = 1.83, p = 0.10 respectively].

As reported in Table 183, supervisor response to curriculum development items did not differ significantly as a function of academic preparation [F(5,75) < 1].

Table 183: Supervisor response to items on the process of curriculum development by type of educational preparation

Type and Amount										
CU-E mean*	CU-nE mean*	TTIS2 mean*	TTIS1 mean*	TTIP5 mean*	TTIP3 mean*	S mean*	P mean*	F	df	p
3.46 (53)	3.17 (12)	3.22 (9)	3.36 (2)	3.36 (3)	---- (0)	4.12 (2)	---- (0)	< 1	5,75	

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; and P = Preparatory School.

* Number of subjects reported in parentheses below the mean.

f. Amount of In-Service Training

Teachers, by subject matter taught, and supervisors were each divided into groups by the number of months (or years) they had attended in-service training as follows: 0 (none), less than 1 month, 1-3 months, 4-12 months, or 1-2 years. These five groups, then served as levels of in-service training in the statistical analysis of differences in response to curriculum development items as a function of the amount of in-service training the respondents had taken.

The results from the statistical comparisons of teacher response to curriculum development items as a function of the amount of in-service training the teachers had taken are reported in Table 184 by subject matter taught.

No statistically significant differences in the response given to curriculum development items were found among teachers, of any subject matter area, as a function of the amount of in-service training teachers had taken: Islamic education - $F(4,113) = 1.20$, $p = 0.32$; Arabic language - $F(4,144) = 2.34$, $p = 0.06$; mathematics - $F(4,141) < 1$; science - $F(4,117) < 1$; social studies - $F(4,130) < 1$; and English language - $F(4,134) < 1$.

Table 184: Teacher response to items on the process of curriculum development by amount of in-service training attended

	Amount							
Subject Taught	None mean†	< 1 month mean†	1-3 months mean†	4-12 months mean†	1-2 years mean†	F	df	p
Islamic Education	3.71 (47)	3.47 (52)	3.38 (9)	3.46 (5)	3.26 (5)	1.20	4,113	0.32
Arabic Language	3.36 (31)	3.28 (91)	3.11 (16)	4.09 (6)	3.38 (5)	2.34	4,144	0.06
Mathematics	2.98 (40)	3.02 (86)	3.08 (15)	2.32 (2)	3.08 (3)	< 1	4,141	
Science	3.01 (28)	3.12 (79)	3.06 (8)	3.31 (1)	2.88 (6)	< 1	4,117	
Social Studies	3.18 (23)	3.22 (95)	3.19 (10)	3.43 (3)	3.31 (4)	< 1	4,130	
English Language	3.26 (13)	3.10 (70)	3.24 (14)	3.11 (8)	3.15 (34)	< 1	4,134	

† Number of subjects reported in parentheses below the mean.

As reported in Table 185, supervisor response to curriculum development items, across levels of in-service training, did not differ statistically [F(4,75) < 1].

Table 185: Supervisor response to items on the process of curriculum development by amount of in-service training attended

Amount							
None mean†	< 1 month mean†	1-3 months mean†	4-12 months mean†	1-2 years mean†	F	df	p
3.61 (7)	3.46 (32)	3.20 (15)	3.21 (14)	3.36 (12)	< 1	4,75	

† Number of subjects reported in parentheses below the mean.

g. Location of In-Service Training.

This variable assessed whether in-service training received inside or outside of Oman contributed to the type of response teachers and supervisors gave to curriculum development items.

The results obtained from the statistical analyses of teacher response to curriculum development items by the location of the teachers' in-service training are reported in Table 186 by subject matter taught.

Table 186: Teacher response to items on the process of curriculum development by location of in-service training

	Location				
Subject Taught	Inside Oman mean+	Outside Oman mean+	t	df	p
Islamic Education	3.52 (32)	3.42 (46)	0.65	76	0.52
Arabic Language	3.33 (45)	3.35 (86)	-0.11	129	0.92
Mathematics	3.17 (39)	2.96 (73)	1.62	110	0.11
Science	2.88 (30)	3.27 (63)	-2.75	91	< 0.01*
Social Studies	3.28 (41)	3.23 (67)	0.41	106	0.68
English Language	3.11 (68)	3.24 (67)	-1.08	133	0.28

+ Number of subjects reported in parentheses below the mean.
* significant difference

A statistically significant difference was found among science teachers [$t(91) = -2.75$, $p < 0.01$], indicating that science teachers trained outside Oman (mean = 3.27) gave a significantly more positive response to curriculum development items than science teachers trained inside Oman (mean = 2.88).

The response given to curriculum development items by teachers specialized in the remaining subject matter areas did not differ significantly as a function of the location of in-service training: Islamic education teachers [t(76) = 0.65, p = 0.52); Arabic language teachers [t(129) = -0.11, p = 0.92]; mathematics teachers [t(110) = 1.62, p = 0.11]; social studies teachers [t(106) = 0.41, p = 0.68]; and English language teachers [t(133) = -1.08, p = 0.28].

As reported in Table 187, supervisor response to curriculum development items did not differ significantly between supervisors trained either in-side or outside of Oman [t(63) = 0.31, p = 0.76].

Table 187: Supervisor response to items on the process of curriculum development by location of in-service training

Location				
Inside Oman mean[+]	Outside Oman mean[+]	t	df	p
3.42 (16)	3.36 (49)	0.31	63	0.76

[+] Number of subjects reported in parentheses below the mean.

h. Workshop Attendance

Teachers, by subject matter taught, and supervisors were divided into groups by the number of workshops they had attended as follows: none(0), one (1), two (2), three (3), or more than three (3+).

The results obtained from the statistical analyses of teacher response to curriculum development items as a function of workshop attendance are reported in Table 188 by subject matter taught.

Table 188: Teacher response to items on the process of curriculum development by number of workshops attended

	Number							
Subject Taught	None mean[+]	1 mean[+]	2 mean[+]	3 mean[+]	3+ mean[+]	F	df	p
Islamic Education	3.52 (59)	3.59 (27)	3.54 (12)	3.24 (10	3.43 (16)	< 1	4,119	
Arabic Language	3.30 (43)	3.34 (38)	3.34 (41)	3.46 (28)	3.63 (22)	< 1	4,167	
Mathematics	3.05 (31)	3.15 (47)	2.97 (32)	3.05 (22)	2.70 (19)	1.73	4,146	0.15
Science	3.21 (27)	2.96 (41)	3.19 (34)	3.10 (13)	3.05 (16)	< 1	4,126	
Social Studies	2.79 (18)	3.25 (31)	3.10 (33)	3.43 (36)	3.33 (25)	4.15	4,138	< 0.01[*]
English Language	3.49 (22)	3.46 (14)	3.07 (14)	3.20 (9)	3.05 (93)	2.58	4,147	0.04[°]

[+] Number of subjects reported in parentheses below the mean.

A Scheffe pairwise comparison of the group means found: [*] group 3 to differ significantly from group 0; [°] no two groups to differ significantly.

No statistically significant differences in response to curriculum development items were found among teachers of Islamic education [$F(4,119) < 1$], Arabic language [$F(4,167) < 1$], mathematics [$F(4,146) = 1.73$, $p = 0.15$], or science [$F(4,126) < 1$] when the responses to these items were grouped by workshop attendance. The analyses of social studies teachers and English language teachers, however, did yield statistically significant differences [$F(4,138) = 4.15$, $p < 0.01$ and $F(4,147) = 2.58$, $p < 0.04$, respectively]. The post-hoc Scheffe pairwise comparison probes of these significant analyses isolated specific group differences among social studies teachers only ($p < 0.05$). The results of this probe, found social studies teachers who attended three workshops differed significantly from social studies teachers who attended no workshops, and that the former group (3-workshop mean = 3.43) agreed more strongly with the curriculum development items than the latter group (0 workshop mean = 2.79). The mean response given by social studies teachers that had attended 1, 2, or 3+ workshops fell intermediate to, but not statistically different from, the mean response given by social studies teachers attending three or no workshops.

Supervisor response to curriculum development items did not differ significantly as a function of the number of workshops they had attended [$F(4,60) < 1$]. The mean response given by supervisors at each level of workshop attendance and the result from the statistical comparison of these responses is reported in Table 189.

Table 189: Supervisor response to items on the process of curriculum development by number of workshops attended

Number							
None mean+	1 mean+	2 mean+	3 mean+	3+ mean+	F	df	p
3.36 (9)	3.16 (11)	3.35 (13)	3.45 (6)	3.11 (26)	< 1	4,60	

+ Number of subjects reported in parentheses below the mean.

2. Parametric Analysis Of Factor Variables

a. Factor I: The Role of Curriculum Content and Practice in Developing the Various Components of the Student's Personality (Holistic Versus Single Dimension)

The results obtained from the statistical analyses of teacher response to curriculum development items as a function of teacher response to Factor I (the role of education in developing the student's personality) are reported in Table 190 by subject matter taught.

Table 190: Teacher response to the process of curriculum development items as a function of their attitude toward Factor I - the role of curriculum content and practice in developing the various components of the student's personality (holistic verses single component)

	Type of Response					
Subject Taught	High mean†	Medium mean†	Low mean†	F	df	p
Islamic Education	3.57 (100)	3.37 (40)	---- (0)	2.38	1,139	0.13
Arabic Language	3.38 (144)	3.35 (39)	4.04 (1)	< 1	2,184	
Mathematics	3.04 (127)	2.95 (30)	3.17 (7)	< 1	2,161	
Science	3.15 (111)	2.90 (24)	2.63 (3)	2.48	2,135	0.09
Social Studies	3.23 (122)	3.18 (23)	---- (0)	< 1	1,143	
English Language	3.17 (134)	3.04 (27)	3.07 (2)	< 1	2,160	

† Number of subjects given in parentheses below the corresponding mean.

No statistically significant differences in response to curriculum development items were found between teachers, within any subject matter area, that rated the importance of developing the student's personality as either high, medium, or low: Islamic education - F(1,139) = 2.38, p = 0.13; Arabic language - F(2,184) < 1; mathematics - F(2,161) < 1; science - F(2,135) = 2.48, p = 0.09; social studies - F(1,143) < 1; or English language - F(2,160) < 1.

The mean responses given by supervisors that rated the importance of the student's personality as either high, medium, or low and the result of the statistical comparison of these responses is reported in Table 191. Like teacher response, supervisors response to curriculum development items was not predicted by the response supervisors gave to Factor I (the role of education in developing the student's personality) [F(1,90) = 2.50, p = 0.12].

Table 191: Supervisor response to the process of curriculum development items as a function of their attitude toward Factor I - the role of curriculum content and practice in developing the various components of the student's personality (holistic verses single component)

Type of Response					
High mean*	Medium mean*	Low mean*	F	df	p
3.40 (82)	3.05 (10)	---- (0)	2.50	1,90	0.12

* Number of subjects reported in parentheses below the mean.

b. Factor II: The Type of Management Policy in the Classroom (Democratic Versus Authoritarian); the Degree of Freedom for the Teacher in Choosing His/Her Own Approaches

The results obtained from the statistical analyses of teacher response to curriculum development items as a function of teacher response to Factor II (management policy in the classroom) are reported in Table 192 by subject matter taught.

Table 192: Teacher response to the process of curriculum development items as a function of their attitude toward Factor II - the type of management policy in the classroom (democratic versus authoritarian); the degree of freedom for the teacher in choosing his/her own approaches

	Type of Response					
Subject Taught	High mean†	Medium mean†	Low mean†	F	df	p
Islamic Education	3.53 (108)	3.40 (31)	---- (0)	< 1	1,137	
Arabic Language	3.38 (144)	3.31 (39)	3.09 (1)	< 1	2,181	
Mathematics	3.15 (106)	2.79 (53)	3.15 (5)	5.74	2,161	< 0.01*
Science	3.13 (105)	2.96 (30)	2.86 (2)	1.02	2,134	< 0.36
Social Studies	3.22 (117)	3.23 (28)	---- (0)	< 1	1,143	
English Language	3.19 (116)	3.03 (46)	3.30 (1)	< 1	2,160	

† Number of subjects given in parentheses below the corresponding mean.

A Scheffe pairwise comparison of the group means found: * the high group differs significantly from medium groups

Statistically significant differences in response to the curriculum development items were found between mathematics teachers that rated the importance of a democratic classroom management policy as either high, medium, or low [F(2,161) = 5.74, $p < 0.01$]. The post-hoc Scheffe pairwise comparison probe found mathematics teachers that strongly supported (high response) a democratic classroom management policy (Factor II) differed significantly from mathematics teachers that moderately supported (medium response) this factor ($p < 0.05$). Specifically, mathematics teachers that strongly supported Factor II reported greater agreement with curriculum development items (mean = 3.15) than teachers that only moderately supported the items in this factor (mean = 2.79).

The response given to curriculum development items by teachers of all other subject matter areas did not differ significantly as a function of the response to Factor II: Islamic education - F(1,137) < 1; Arabic language - F(2,181) < 1; science - F(2,134) = 1.02, $p = 0.36$; social studies - F(1,143) < 1; or English language - F(2,160) < 1.

The response given by supervisors to curriculum development items differed significantly as a function of supervisors response to classroom management policy items (Factor II) [F(1,90) = 5.10, $p < 0.03$]. Since, as reported in Table 193, supervisors rated Factor II as either high or medium, the significant result obtained by one-way ANOVA indicated that the significant difference was between supervisors that strongly supported (high response) Factor II and supervisors that moderately supported (medium response) Factor II ($p < 0.05$). In this case, supervisors that strongly supported Factor II agreed more with curriculum development items (mean = 3.41) than supervisors that only moderately supported Factor II (mean = 2.86).

Table 193: Supervisor response to the process of curriculum development items as a function of their attitude toward Factor II - the type of management policy in the classroom (democratic versus authoritarian); the degree of freedom for the teacher in choosing his/her own approaches

Type of Response					
High mean†	Medium mean†	Low mean†	F	df	p
3.41 (84)	2.86 (8)	---- (0)	5.10	1,90	0.03*

† Number of subjects reported in parentheses below the mean.
* significant difference

c. Factor III: The Emphasis of the Curriculum Being Centered on the Student

The results obtained from the statistical analyses of teacher response to curriculum development items as a function of teacher response to Factor III (emphasizing a curriculum centered on the student) are reported in Table 194 by subject matter taught.

Teacher's response toward Factor III predicted the response teachers gave to curriculum development items when the teacher was specialized in English language [F(2,160) =

5.04, $p < 0.01$], but did not predict the response to these items when the teacher was specialized in Islamic education [$F(2,138) < 1$], Arabic language [$F(1,183) < 1$]; mathematics [$F(2,161) < 1$]; science [$F(2,134) = 2.26$, $p = 0.11$]; or social studies [$F(2,142) = 1.45$, $p = 0.24$].

The post-hoc Scheffe pairwise comparison probe of the significant English language teacher analysis found teachers that strongly supported (high response mean = 3.28)) a student centered curriculum in significantly greater agreement with curriculum development items than English language teachers that only moderately supported (medium response mean = 2.94) a student-centered curriculum ($p < 0.05$).

Table 194: Teacher response to the process of curriculum development items as a function of their attitude toward Factor III - the emphasis of the curriculum centered on the student

	Type of Response					
Subject Taught	High mean†	Medium mean†	Low mean†	F	df	p
Islamic Education	3.51 (120)	3.46 (20)	4.07 (1)	< 1	2,139	
Arabic Language	3.36 (153)	3.41 (32)	---- (0)	< 1	1,183	
Mathematics	3.01 (134)	3.12 (24)	3.00 (6)	< 1	2,161	
Science	3.13 (120)	2.78 (15)	2.86 (2)	2.26	2,134	0.11
Social Studies	3.19 (115)	3.32 (29)	4.04 (1)	1.45	2,142	0.24
English Language	3.28 (98)	2.94 (61)	2.93 (4)	5.04	2,160	< 0.01*

† Number of subjects given in parentheses below the corresponding mean.

A Scheffe pairwise comparison of the group means found: * the high group differ significantly from the medium

As reported in Table 195, supervisor response to curriculum development items did not differ statistically as a function of the supervisor response toward a student-centered curriculum [$F(1,90) < 1$].

Table 195: Supervisor response to the process of curriculum development items as a function of their attitude toward Factor III - the emphasis of the curriculum centered on the student

	Type of Response					
	High mean+	Medium mean+	Low mean+	F	df	p
	3.38 (74)	3.29 (18)	---- (0)	< 1	1,90	

+ Number of subjects reported in parentheses below the mean.

d. Factor IV: Relating the Curriculum to Everyday Life and the Students' Social and Cultural Heritage

The results obtained from the statistical analyses of teacher response to curriculum development items as a function of teacher response to Factor IV (integrating the curriculum and social and cultural heritage) are reported in Table 196 by subject matter taught.

Teacher response toward Factor IV predicted the response teachers gave to curriculum development items when the teacher was specialized in Arabic language [$F(2,185) = 6.92$, $p < 0.01$] or English language [$F(2,160) = 5.04$, $p < 0.01$], but did not predict the response given to these

Table 196: Teacher response to the process of curriculum development items as a function of their attitude toward Factor IV - relating the curriculum to everyday life and the students' social and cultural heritage

Subject Taught	Type of Response High mean†	 Medium mean†	 Low mean†	F	df	p
Islamic Education	3.52 (113)	3.40 (26)	4.22 (2)	1.50	2,138	0.23
Arabic Language	3.40 (139)	3.20 (43)	4.33 (6)	6.92	2,185	< 0.01*
Mathematics	3.06 (110)	2.94 (49)	3.30 (5)	1.05	2,161	0.35
Science	3.14 (102)	2.99 (34)	2.32 (2)	2.32	2,135	0.10
Social Studies	3.25 (121)	3.04 (23)	4.04 (1)	2.10	2,143	0.13
English Language	3.25 (116)	2.83 (41)	3.27 (6)	5.71	2,160	< 0.01**

† Number of subjects given in parentheses below the corresponding mean.

A Scheffe pairwise comparison of the group means found: * the low group differ significantly from the high and medium groups;** the high group is significantly different from the medium group.

items when the teacher was specialized in Islamic education [$F(2,138) = 1.50$, $p = 0.23$], mathematics [$F(2,161) = 1.05$, $p = 0.35$], science [$F(2,135) = 2.32$, $p = 0.10$], or social studies [$F(1,143) < 1$]. The subsequent Scheffe pairwise comparison probe of the Arabic language teacher analysis, found those teachers that did not support integration of the students' social and cultural heritage (low response mean = 4.33) were in greater agreement with curriculum development items than those teachers that strongly (high response mean = 3.40) or moderately (medium response mean = 3.20)supported this issue ($p < 0.05$). The probe of the English language teacher analysis found those teachers that strongly supported (high response mean = 3.25) Factor IV were in greater agreement with the process of curriculum development items than those teachers that only moderately supported (medium response mean = 2.83) this factor ($p < 0.05$).

The results obtained from the statistical analysis of supervisor response to curriculum development items as a function of supervisor response to Factor IV (integrating the curriculum and social and cultural heritage) is reported in Table 197. A statistically significant difference was found by one-way ANOVA among supervisors that rated the importance of Factor IV as either high, medium, or low [$F(2,89) = 6.74$, $p < 0.01$]; however, the subsequent Scheffe pairwise comparison probe found this difference was between supervisors that rated Factor IV as either high or medium, and the single supervisor that rated Factor IV as low. The single respondent in the latter group compromises any conclusion from being draw from these data.

Table 197: Supervisor response to the process of curriculum development items as a function of their attitude toward Factor IV - relating the curriculum to everyday life and the students' social and cultural heritage

Type of Response					
High mean[†]	Medium mean[†]	Low mean[†]	F	df	p
3.47 (64)	3.15 (27)	1.55 (1)	6.47	2,89	< 0.01*[^]

[†] Number of subjects reported in parentheses below the mean.

[^] A Scheffe pairwise comparison of the group means found the high and medium groups to differ significantly from the low group, however, the single subject in the low group compromises the reliability of this statistic.

e. Factor V: Development of Thinking Abilities

The results obtained from the statistical analyses of teacher response to curriculum development items as a function of teacher response to Factor V (development of thinking abilities) are reported in Table 198 by subject matter taught.

Table 198: Teacher response to the process of curriculum development items as a function of their attitude toward Factor V - development of thinking abilities

	Type of Response					
Subject Taught	High mean†	Medium mean†	Low mean†	F	df	p
Islamic Education	3.55 (116)	3.30 (22)	2.44 (1)	2.56	2,136	0.08
Arabic Language	3.39 (146)	3.34 (30)	2.91 (7)	1.49	2,180	0.23
Mathematics	3.08 (120)	2.85 (35)	3.10 (9)	1.74	2,161	0.18
Science	3.10 (120)	3.07 (13)	2.63 (3)	< 1	2,133	
Social Studies	3.25 (117)	3.12 (24)	2.98 (4)	< 1	2,142	
English Language	3.12 (93)	3.20 (64)	3.03 (6)	< 1	2,160	

† Number of subjects given in parentheses below the corresponding mean.

No statistically significant differences in the response to curriculum development items were found between teachers, within any subject matter area, that rated the importance of developing the student's personality as either high, medium, or low: Islamic education - F(2,136) = 2,56, p = 0.08; Arabic language - F(2,180) = 1.49, p = 0.23; mathematics - F(2,161) = 1.74, p = 0.18; science - F(2,133)

< 1; social studies - F(2,142) < 1; or English language - F(2,160) < 1.

The mean response given by supervisors that rated the importance of developing thinking abilities either high, medium, or low and the result of the statistical comparison of these responses is reported in Table 199. Like the teacher response, supervisor response to curriculum development items was not predicted by the response supervisors gave to Factor V (development of thinking abilities [F(2,87) < 1].

Table 199: Supervisor response to the process of curriculum development items as a function of their attitude toward Factor V - development of thinking abilities

Type of Response					
High mean†	Medium mean†	Low mean†	F	df	p
3.38 (63)	3.39 (26)	2.86 (3)	< 1	2,87	

† Number of subjects reported in parentheses below the mean.

3. Parametric Analysis Of Academic Positions

Differences in the response given by teachers and supervisors to the curriculum development items were assessed by subject matter taught. In these analyses, both teachers and supervisors were grouped by the area of curriculum content in which they were specialized. Supervisors, in this case, were identified as specialized in a specific subject matter area if they had teaching experience and/or specialized training in a particular subject matter area prior to or during their term as supervisor.

As reported in Table 200, no statistically significant differences in response to curriculum development items were found between teachers and supervisors specialized in Islamic education [t(160) = - 1.16, p = 0.25], Arabic language [t(202) = - 1.20, p = 0.23], mathematics [t(175) = - 0.93, p = 0.35], science [t(149) = 0.73, p = 0.47], social studies [t(157) = 0.09, p = 0.93], or English language [t(177) = -0.63, p = 0.51].

Table 200: Differences in response to process of curriculum development items between teachers and supervisors in each specialized area

Subject matter area	Position		t	df	p
	Teacher mean$^+$	Supervisor mean$^+$			
Islamic education	3.51 (141)	3.70 (21)	-1.16	160	0.25
Arabic language	3.37 (189)	3.60 (15)	-1.20	202	0.23
Mathematics	3.03 (164)	3.21 (13)	-0.93	175	0.35
Science	3.09 (138)	2.96 (13)	0.73	149	0.47
Social studies	3.22 (145)	3.21 (14)	0.09	157	0.93
English language	3.14 (163)	3.26 (16)	-0.66	177	0.51

$^+$ Number of subjects reported in parentheses below the mean.

C. CURRICULUM CONTENT

Questionnaire items in Part I Section A were designed to assess the extent to which the teachers and supervisors were satisfied with the (a) organization, (b) suggested pace of presentation, and (c) age appropriateness of the curriculum content in the subject matter area in which they were specialized. As in the statistical analyses presented early, the dependent variable for each subject was the subject's mean response to all items addressing a specific topic: In this case, the curriculum content of the subject matter area in which they were specialized . In the analyses of the curriculum content in Islamic education, mathematics, and English language the dependent variable was a single score reflecting the subject's overall mean response (satisfaction) to the curriculum content items. In the analyses of the curriculum content in Arabic language, science, and social studies several dependent variables were generated, each by determining the mean response given to groups of content related topics, representing distinct subdivisions of information with these subject matter areas.

The results from the statistical analysis of subject response to the curriculum content items (or subdivisions of items) as a function of the subject's (a) demographic and academic background, or (b) their response to the five factor variables are reported below for teachers only. Although supervisors responded to these items, the statistical comparisons by these independent variables were compromised by the small number of subjects specialized in each subject matter area, and the homogeneous nature of the supervisor population with respect to demographic and academic background (see Appendix B - Part I Section A) as well as attitudes towards the factors identified in Part I Section B (Opinion Survey). The mean response given to these items by supervisors is available in Appendix B.

The final independent variable, academic position, compared teacher and supervisor response to the curriculum content items and is reported in section III below.

1. Parametric Analysis Of Demographic Variables

a. Gender

Male and female teacher response to curriculum content items did not differ statistically within any subject matter area. The mean response given by each gender and the resulting t values obtained from each analysis (Islamic education, Arabic language, mathematics, science, social studies, and English lanague) are reported below in Tables 201 through 206.

Table 201: Islamic education teacher response by gender to items on the curriculum content in islamic education

Gender				
Male mean+	Female mean+	t	df	p
3.87 (93)	4.03 (43)	-1.43	134	0.15

+ Number of subjects reported in parentheses below the mean.

Table 202: Arabic language teacher response by gender to items on the curriculum content in islamic education

Content	Gender Male mean⁺	 Female mean⁺	t	df	p
General items	3.83 (129)	3.83 (54)	0.09	181	0.93
Grade 1:					
Reading book	3.86 (118)	3.99 (52)	-1.23	168	0.22
Language book	3.70 (119)	3.84 (51)	-1.13	168	0.26
All items	3.80 (119)	3.93 (52)	-1.18	169	0.24
Grade 2:					
Reading book	3.76 (117)	3.74 (51)	0.16	166	0.88
Language book	3.59 (116)	3.72 (51)	-1.04	165	0.30
All items	3.69 (117)	3.73 (51)	-0.37	166	0.72
Grade 3:					
Reading book	3.77 (116)	3.99 (44)	-1.70	158	0.09
Language book	3.75 (116)	3.91 (44)	-1.21	158	0.23
All items	3.76 (116)	3.95 (45)	-1.50	159	0.14
All Arabic language items combined	3.79 (129)	3.89 (54)	-1.10	181	0.28

⁺ Number of subjects reported in parentheses below the mean.

Table 203: Mathematics teacher response by gender to items on the curriculum content in mathematics

	Gender				
	Male mean⁺	Female mean⁺	t	df	p
	3.33 (109)	3.30 (50)	0.32	157	0.75

⁺ Number of subjects reported in parentheses below the mean.

Table 204: Science teacher response by gender to items on the curriculum content in science

	Gender				
Content	Male mean⁺	Female mean⁺	t	df	p
General	3.73 (97)	3.88 (38)	-1.40	133	0.16
Concepts:					
Grade 1	3.85 (94)	3.92 (38)	-0.58	130	0.56
Grade 2	3.98 (92)	4.01 (37)	-0.20	127	0.84
Grade 3	4.00 (92)	4.13 (35)	-1.09	125	0.28
Grades 1 - 3	3.95 (98)	4.05 (38)	-0.84	134	0.40
Suitability:					
Grade 1	3.86 (95)	4.09 (37)	-1.60	130	0.11
Grade 2	4.32 (92)	4.40 (35)	-0.49	125	0.62
Grade 3	4.11 (91)	4.37 (35)	-1.69	124	0.09
Grades 1 - 3	4.06 (97)	4.26 (37)	-1.50	132	0.14
All science items	3.89 (98)	4.02 (38)	-1.31	134	0.19

⁺ Number of subjects reported in parentheses below the mean.

Table 205: Social studies teacher response by gender to items on the curriculum content in social studies

	Gender				
Content	Male mean+	Female mean+	t	df	p
General	3.83 (101)	3.77 (44)	0.57	143	0.57
General geography	3.65 (101)	3.65 (44)	-0.06	143	0.95
Geography:					
Grade 1	4.12 (101)	4.15 (44)	-0.30	143	0.76
Grade 2	4.14 (100)	4.19 (44)	-0.41	142	0.68
Grade 3	4.12 (97)	4.16 (44)	-0.35	139	0.73
Grades 1 - 3	3.97 (101)	4.00 (44)	-0.30	143	0.76
History	4.19 (101)	4.31 (44)	-0.95	143	0.34
Civics education	4.34 (101)	4.43 (44)	-0.82	143	0.42
All social studies items	3.97 (101)	3.97 (44)	-0.05	143	0.96

+ Number of subjects reported in parentheses below the mean.

Table 206: English language teacher response by gender to items on the curriculum content in english language

Gender				
Male mean+	Female mean+	t	df	p
3.42 (107)	3.47 (52)	-0.65	157	0.52

+ Number of subjects reported in parentheses below the mean.

b. Nationality

Statistically significant differences between Omani and non-Omani teachers were obtained in the Arabic language and social studies analyses, while, the analyses of Islamic education, mathematics and English language revealed no effect of nationality. The mean response given by Omani and non-Omani nationals and the resulting t values obtained from each analysis (Islamic education, Arabic language, mathematics, science, social studies, and English lanague) are reported in Tables 207 through 212. In regards to science, no statistical analyses by nationality were performed, because the number of Omani science teachers was too small (n=4) to yeild a reliable comparison. The results of all significant analyses are reported below.

Table 207: Islamic education teacher response by nationality to items on the curriculum content in islamic education

Nationality				
Omani mean+	non-Omani mean+	t	df	p
3.82 (20)	3.91 (107)	-0.70	125	0.49

+ Number of subjects reported in parentheses below the mean.

Arabic language teachers of Omani and non-Omani nationality gave statistically different responses to the general arabic language items [$t(176) = 3.40$, $p < 0.01$]. In this analysis, Omani Arabic language teachers reported greater satisfaction with the general organization of the Arabic language curriculum (mean = 4.36) than non-Omani Arabic language teachers (mean = 3.79). Omani and non-Omani Arabic language teachers gave similar responses (not statistically different) to all other subdivision of the Arabic language curriculum content. These results are reported in Table 208.

Table 208: Arabic language teacher response by nationality to items on the curriculum content in islamic education

	Nationality				
Content	Omani mean+	non-Omani mean+	t	df	p
General items	4.36 (11)	3.79 (167)	3.40	176	< 0.01*
Grade 1:					
Reading book	3.95 (11)	3.88 (154)	0.33	163	0.74
Language book	4.06 (11)	3.72 (154)	1.50	163	0.14
All items	3.99 (11)	3.82 (155)	0.85	164	0.39
Grade 2:					
Reading book	3.73 (11)	3.73 (152)	-0.01	161	0.99
Language book	3.93 (11)	3.58 (152)	1.48	161	0.14
All items	3.79 (11)	3.67 (152)	0.57	161	0.57
Grade 3:					
Reading book	3.93 (10)	3.81 (145)	0.51	153	0.61
Language book	3.70 (10)	3.79 (145)	-0.37	153	0.71
All items	3.82 (10)	3.80 (146)	0.11	154	0.91
All Arabic language items combined	3.99 (11)	3.79 (167)	1.13	176	0.26

+ Number of subjects reported in parentheses below the mean.

* significantly different

Table 209: Mathematics teacher response by nationality to items on the curriculum content in mathematics

	Nationality				
	Omani mean+	non-Omani mean+	t	df	p
	3.20 (6)	3.35 (144)	-0.60	148	0.55

+ Number of subjects reported in parentheses below the mean.

Table 210: Science teacher response by nationality to items on the curriculum content in Science

	Nationality				
Content	Omani mean+	non-Omani mean+	t	df	p
General	3.61 (4)	3.79 (128)			
Concepts:					
Grade 1	3.85 (4)	3.89 (125)			
Grade 2	4.04 (4)	4.01 (122)			
Grade 3	3.83 (3)	4.05 (121)			
Grades 1 - 3	4.02 (4)	3.99 (129)			
Suitability:					
Grade 1	3.06 (4)	3.97 (125)			
Grade 2	2.40 (3)	4.41 (121)			
Grade 3	3.61 (3)	4.23 (120)			
Grades 1 - 3	3.10 (4)	4.17 (127)			
All science items	3.70 (4)	3.95 (129)			

+ Number of subjects reported in parentheses below the mean. In all analyses, the number of science teachers of Omani nationality was too few to permit statistical analysis.

Omani and non-Omani social studies teachers did not give statistically different responses to general social studies items, geography item (all grades), or history items. However, in response to civic education items a statistically significant difference was found [t(142) = -2.54, p < 0.01], such that non-Omani soical studies teachers reported greater satisfaction (mean = 4.41) with the civic education curriculum than Omani social studies teachers (mean = 4.03). These results are reported in Table 211.

Table 211: Social studies teacher response by nationality to items on the curriculum content in social studies

	Nationality				
Content	Omani mean+	non-Omani mean+	t	df	p
General	3.81 (19)	3.81 (125)	-0.03	142	0.98
General geography	3.42 (19)	3.69 (125)	-1.54	142	0.13
Geography:					
Grade 1	3.96 (19)	4.15 (125)	-1.21	142	0.23
Grade 2	4.19 (18)	4.14 (125)	0.27	141	0.79
Grade 3	4.20 (17)	4.13 (123)	0.44	138	0.66
Grades 1 - 3	3.85 (19)	3.99 (125)	-1.04	142	0.30
History	4.12 (19)	4.24 (125)	-0.67	142	0.50
Civics education	4.03 (19)	4.41 (125)	-2.54	142	0.01*
All social studies items	3.88 (19)	3.98 (125)	-0.85	142	0.40

+ Number of subjects reported in parentheses below the mean.
* significant difference

Table 212: English language teacher response by nationality to items on the curriculum content in english language

	Nationality				
	Omani mean⁺	non-Omani mean⁺	t	df	p
	3.47 (15)	3.45 (144)	0.19	157	0.85

⁺ Number of subjects reported in parentheses below the mean.

c. District of Employment

Statistically significant differences in response to curriculum content items, as a function of district of employment, were found among Arabic language, science, social studies, and English language teachers, while, no differences were found between Islamic education or mathematics teachers.

The mean response given by teachers from each district and the resulting F values obtained from each analysis (Islamic education, Arabic language, mathematics, science, social studies, and English lanague) are reported in Tables 213 through 218 by subject matter taught. The results of all significant analyses are reported below.

Table 213: Islamic education teacher response by district of employment to items on the curriculum content in islamic education

District Cap mean†	 Bat mean†	 Rous mean†	 Dak mean†	 Dhah mean†	 Shar mean†	 Wous mean†	 Jan mean†	 Mus mean†	F	df	p
4.07 (19)	3.82 (25)	4.03 (12)	3.88 (21)	3.85 (10)	3.95 (19)	3.92 (11)	3.90 (19)	4.08 (4)	< 1	8,131	

Key: Cap = Capital; Bat = Batinah; Rous = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam

The results from the analyses of Arabic language teacher response, by district of employment, to each subdivision of the Arabic language curriculum content are reported in Table 214.

Statistically significant differences as a function of district of employment, were found between Arabic language teachers in the response they gave to the general Arabic language curriculum [$F(8,180) = 3.21$, $p < 0.01$], the reading books in grades 1 and 3 [$F(8,167) = 2.52$, $p = 0.01$ and $F(8,157) = 2.03$, $p = 0.05$, respectively], and the language book in grade 3 [$F(8,158) = 2.52$, $p = 0.01$]. However, the subsequent Scheffe pairwise comparison probes of these significant differences did not isolate specific statistical differences between the responses given by Arabic language teachers from two or more districts.

Table 214: Arabic language teacher response by district of employment to items on the curriculum content in arabic language

Content	District Cap mean†	 Bat mean†	 Rous mean†	 Dak mean†	 Dhah mean†	 Shar mean†	 Wous mean†	 Jan mean†	 Mus mean†	F	df	p
General items	3.60 (28)	3.94 (31)	3.62 (17)	3.72 (17)	3.63 (13)	3.62 (15)	4.12 (29)	4.00 (29)	3.89 (10)	3.21	8,180	< 0.01*
Grade 1:												
Reading book	3.81 (28)	3.98 (28)	3.80 (16)	3.59 (17)	3.76 (12)	3.48 (12)	4.29 (24)	3.99 (29)	4.00 (10)	2.52	8,167	0.01*
Language book	3.67 (27)	3.81 (28)	3.69 (16)	3.41 (17)	3.66 (12)	3.54 (12)	4.11 (25)	3.73 (29)	3.91 (10)	1.48	8,167	0.17
All items	3.75 (28)	3.91 (28)	3.76 (16)	3.51 (17)	3.72 (12)	3.51 (12)	4.23 (25)	3.89 (29)	3.96 (10)	2.41	8,168	0.02*
Grade 2:												
Reading book	3.77 (28)	3.83 (26)	3.75 (15)	3.67 (16)	3.69 (11)	3.22 (13)	3.97 (26)	3.76 (29)	3.86 (10)	1.59	8,165	0.13
Language book	3.55 (28)	3.80 (26)	3.51 (15)	3.57 (15)	3.38 (11)	3.10 (12)	3.84 (26)	3.54 (29)	3.81 (10)	1.43	8,163	0.19
All items	3.68 (28)	3.82 (26)	3.66 (15)	3.64 (16)	3.57 (11)	3.20 (13)	3.92 (26)	3.68 (29)	3.85 (10)	1.65	8,165	0.12
Grade 3:												
Reading book	3.81 (25)	4.07 (25)	3.89 (14)	3.47 (17)	3.74 (10)	3.38 (13)	4.11 (23)	3.80 (29)	3.92 (10)	2.03	8,157	0.05*
Language book	3.81 (26)	3.86 (25)	4.02 (14)	3.41 (17)	3.82 (10)	3.26 (12)	4.20 (23)	3.73 (29)	3.85 (10)	2.63	8,157	0.01*
All items	3.81 (26)	3.97 (25)	3.95 (14)	3.44 (17)	3.78 (10)	3.33 (13)	4.15 (23)	3.76 (29)	3.89 (10)	2.52	8,158	0.01*
All arabic language items	3.72 (28)	3.93 (31)	3.76 (17)	3.55 (17)	3.66 (13)	3.52 (15)	4.12 (29)	3.85 (29)	3.91 (10)	2.54	8,180	0.01*

Key: Cap = Capital; Bat = Batinah; Rous = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam

* A Scheffe pairwise comparison of the group means failed to identify any two or more groups as signficantly different.

Table 215: Mathematics teacher response by district of employment to items on the curriculum content in mathematics

District											
Cap mean*	Bat mean*	Rous mean*	Dak mean*	Dhah mean*	Shar mean*	Wous mean*	Jan mean*	Mus mean*	F	df	p
3.39 (25)	3.34 (30)	3.20 (13)	3.20 (22)	3.12 (12)	3.72 (14)	3.49 (21)	3.22 (20)	3.23 (7)	1.57	8,155	0.14

Key: Cap = Capital; Bat = Batinah; Rous = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam

Science teacher response, by district of employment, to items within each subdivision of the science curriculum content are reported in Table 216.

Statistically significant differences were found between science teachers as a function of district of employment in the response they gave to the science concepts in grade 3 [F(8,120) = 2.25, p = 0.03] and the suitability to student development of the concepts taught in grades 1 and 3 [F(8,125) = 2.40, p = 0.02 and F(8,119) = 2.42, p = 0.02, respectively]. The subsequent Scheffe pairwise comparison probes of these significant ANOVA statistics, however, did not, in any analysis, find science teachers from two or more specific districts to differ significantly.

Table 216: Science teacher response by district of employment to items on the curriculum content in science

	District											
Content	Cap mean†	Bat mean†	Rous mean†	Dak mean†	Dhah mean†	Shar mean†	Wous mean†	Jan mean†	Mus mean†	F	df	p
General items	3.70 (25)	3.56 (18)	3.[illegible] (12)	3.90 (17)	3.82 (13)	3.82 (11)	3.58 (10)	4.03 (25)	4.08 (6)	1.80	8,128	0.09
Concepts:												
Grade 1	3.79 (23)	3.76 (18)	3.71 (12)	3.97 (17)	4.11 (13)	3.99 (12)	3.57 (10)	3.95 (25)	3.95 (4)	< 1	8,125	
Grade 2	3.85 (20)	3.80 (17)	3.86 (12)	4.30 (17)	4.12 (13)	4.19 (12)	3.61 (10)	4.12 (25)	4.05 (5)	1.51	8,122	0.16
Grade 3	3.79 (21)	3.91 (16)	3.76 (12)	4.35 (17)	4.35 (13)	4.18 (12)	3.79 (10)	4.13 (24)	4.24 (4)	2.25	8,120	0.03*
Grades 1-3	3.79 (25)	3.85 (18)	3.79 (12)	4.26 (17)	4.21 (13)	4.15 (12)	3.67 (10)	4.10 (25)	4.09 (6)	1.82	8,129	0.08
Suitability:												
Grade 1	3.64 (23)	3.56 (17)	3.90 (12)	4.71 (17)	3.81 (13)	4.06 (12)	3.91 (10)	4.14 (25)	4.6[illegible] (5)	2.40	8,125	0.02*
Grade 2	4.07 (20)	4.10 (16)	4.22 (12)	4.75 (17)	4.49 (13)	4.33 (12)	4.26 (10)	4.40 (25)	4.80 (4)	1.16	8,120	0.33
Grade 3	4.04 (20)	3.98 (16)	3.73 (12)	4.64 (17)	4.33 (13)	4.21 (12)	4.00 (10)	4.21 (24)	5.00 (4)	2.42	8,119	0.02*
Grades 1-3	3.80 (25)	3.85 (17)	3.90 (12)	4.52 (17)	4.20 (13)	4.19 (12)	4.07 (10)	4.24 (25)	4.09 (5)	3.12	8,127	< 0.01*
All Science items	3.76 (25)	3.75 (18)	3.72 (12)	4.10 (17)	4.00 (13)	4.06 (12)	3.70 (10)	4.10 (25)	4.15 (6)	2.33	8,129	0.02*

Key: Cap = Capital; Bat = Batinah; Rous = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam

* A Scheffe pairwise comparison of the group means found no two groups to differ significantly

The evaluation of the Social studies curriculum by social studies teachers from each district is reported in Table 217.

The responses given to general geography items and 3rd grade geography items differed statistically between

Table 217: Social studies teacher response by district of employment to items on the curriculum content in social studies

Content	District Cap mean†	Bat mean†	Rous mean†	Dak mean†	Dhah mean†	Shar mean†	Wous mean†	Jan mean†	Mus mean†	F	df	p
General items	3.61 (20)	3.91 (30)	4.07 (20)	3.94 (8)	3.60 (10)	3.64 (16)	3.91 (12)	3.76 (23)	3.71 (6)	1.66	8,136	0.11
General Geography	3.35 (20)	3.80 (30)	4.04 (20)	3.70 (8)	3.24 (10)	3.42 (16)	4.04 (12)	3.55 (23)	3.40 (6)	2.82	8,136	0.01*
Geography:												
Grade 1	3.07 (20)	4.19 (30)	4.33 (20)	4.10 (8)	3.93 (10)	4.07 (16)	4.54 (12)	4.02 (23)	4.11 (6)	1.62	8,136	0.12
Grade 2	4.07 (20)	4.01 (30)	4.45 (20)	4.08 (8)	4.00 (9)	4.01 (16)	4.42 (12)	4.13 (23)	4.44 (6)	1.56	8,135	0.14
Grade 3	4.15 (20)	4.07 (29)	4.22 (19)	4.20 (7)	3.95 (9)	3.81 (16)	4.57 (12)	4.04 (23)	4.74 (6)	2.46	8,132	0.02*
Grades 1-3	3.78 (20)	4.01 (30)	4.23 (20)	3.97 (8)	3.69 (10)	3.79 (16)	4.37 (12)	3.90 (23)	4.05 (6)	2.43	8,136	0.02*
History	4.05 (20)	4.27 (30)	4.33 (20)	4.27 (8)	4.06 (10)	4.03 (16)	4.61 (12)	4.11 (23)	4.57 (6)	1.21	9,136	0.30
Civics education	4.04 (20)	4.46 (30)	4.41 (20)	4.45 (8)	4.34 (10)	4.25 (16)	4.64 (12)	4.30 (23)	4.73 (6)	1.53	8,136	0.15
All social studies items	3.76 (20)	4.04 (30)	4.19 (20)	4.04 (8)	3.77 (10)	3.80 (16)	4.21 (12)	3.91 (23)	4.03 (6)	2.04	8,136	0.05*

Key: Cap = Capital; Bat = Batinah; Rous = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam

* A Scheffe pairwise comparison of the group means found no two groups to differ significantly

social studies teachers from the differ districts [F(8,136) = 2.82, p = 0.01 and F(8,132) = 2.46, p = 0.02, respectively]. As in previous analyses, the subsequent Scheffe pairwise comparson probes of these significant ANOVA statistics did not isolate specific district differences.

The analysis of English language teacher response, by district of employment, to English language curriculum content items is reported in Table 218.

Table 218: English language teacher response by district of employment to items on the curriculum content in english language

	District											
	Cap mean†	Bat mean†	Rous mean†	Dak mean†	Dhah mean†	Shar mean†	Wous mean†	Jan mean†	Mus mean†	F	df	p
	3.50 (19)	3.48 (35)	3.40 (19)	3.46 (25)	3.08 (13)	3.61 (18)	3.68 (20)	2.68 (9)	3.85 (5)	6.02	8,154	< 0.01[a]

Key: Cap = Capital; Bat = Batinah; Rous = Roustaq; Dak = Dakhilyah; Shar = Sharqiyah; Wous = Wousta; Dhah = Dhahirah; Jan =Janoubiyah; and Mus = Musandam

[a] A Scheffe pairwise comparison of the group means found groups Musandam, Wousta, Sharqiyah, Capital, Batinah, and Dakhilyah to differ significantly from group Janoubiyah.

A statistically significant difference, as a function of district of employment, was found by one-way ANOVA between English language teachers [F(8,154) = 6.02, p < 0.01]. The posthoc Scheffe pairwise comparison probe of this analysis found English language teachers from Janoubiyah to report statistically less satisfaction (mean = 2.68) with the English lanaguage curriculum than teachers from Musandam (mean = 3.85), Wousta (mean = 3.68), Sharquyah (mean = 3.61), Capital (mean = 3.50), Batinah (mean = 3.48), and Dakhilyah (mean = 3.46).

d. Teaching Experience

As defined earlier, this independent variable grouped teachers by the number of years they had taught [1-3 years, 4-6 years, 7-10 years, or 10+ years]. The statistical analyses of teacher response to curriculum content items as a function of the teacher's teaching experience revealed significant differences among Arabic language, science, and social studies teachers only. The mean response given by teachers at each level of teaching experience and the resulting F values obtained from each analysis by subject matter area (Islamic education, Arabic language, mathematics, science, social studies, and English lanague) are reported in Tables 219 through 224. The results of all significant analyses are reported below.

Table 219: Islamic education teacher response to items on the curriculum content in islamic education by the number of years of teaching experience

Number of Years						
1-3 years mean+	4-6 years mean+	7-10 years mean+	10+ years mean+	F	df	p
4.05 (34)	3.92 (14)	3.82 (20)	3.91 (62)	< 1	3,126	

+ Number of subjects reported in parentheses below the mean.

The evaluation of the Arabic language curriculum by Arabic language teachers with different amounts of teaching experience are reported in Table 220.

Statistically significant differences were found in the response given to General items [F(3,173) = 3.54, p = 0.02], the reading book in grades 1 and 3 [F(3,161) = 2.76, p = 0.04 and F(3,151) = 2.92, p = 0.04, respectively], the combined response of Arabic language teachers to all 3rd grade items [F(3,152) = 3.02, p = 0.03] and all Arabic language items [F(3,173) = 3.30, p = 0.02]. However, the subsequent Scheffe pairwise comparson probes of these significant ANOVA statistics did not isolate specific district differences in any analysis.

Table 220: Arabic language teacher response to items on the curriculum content in arabic language by the number of years of teaching experience

Content	Number of Years						
	1-3 years mean[+]	4-6 years mean[+]	7-10 years mean[+]	10+ years mean[+]	F	df	p
General items	3.77 (30)	4.11 (17)	3.99 (36)	3.74 (94)	3.54	3,173	0.02[*]
Grade 1:							
Reading book	3.87 (29)	4.10 (16)	4.14 (34)	3.80 (86)	2.76	3,161	0.04[*]
Language book	3.73 (28)	3.90 (16)	3.91 (34)	3.64 (87)	1.40	3,161	0.24
All items	3.81 (29)	4.03 (16)	4.05 (34)	3.74 (87)	2.29	3,162	0.08
Grade 2:							
Reading book	3.55 (28)	4.03 (17)	3.83 (35)	3.72 (82)	2.12	3,158	0.10
Language book	3.45 (28)	3.81 (17)	3.82 (35)	3.54 (80)	1.92	3,156	0.13
All items	3.51 (28)	3.96 (17)	3.82 (35)	3.66 (82)	2.26	3,158	0.08
Grade 3:							
Reading book	3.73 (23)	4.08 (15)	4.11 (34)	3.73 (83)	2.92	3,151	0.04[*]
Language book	3.64 (24)	4.01 (15)	4.06 (34)	3.71 (83)	2.59	3,152	0.06
All items	3.69 (24)	4.04 (15)	4.08 (34)	3.72 (83)	3.02	3,152	0.03[*]
All arabic language items	3.75 (30)	4.05 (17)	4.01 (36)	3.72 (94)	3.30	3,173	0.02[*]

[+] Number of subjects reported in parentheses below the mean.

[*] A Scheffe pairwise comparison of the group means failed to identify two or more groups as significantly different.

Table 221: Mathematics teacher response to items on the curriculum content in mathematics by the number of years of teaching experience

	Number of Years						
	1-3 years mean†	4-6 years mean†	7-10 years mean†	10+ years mean†	F	df	p
	3.42 (19)	3.48 (15)	3.32 (58)	3.33 (62)	< 1	3,150	

† Number of subjects reported in parentheses below the mean.

Science teacher response to curriculum content items by level of teaching experience are reported in Table 222.

Table 222: Science teacher response to items on the curriculum content in science by the number of years of teaching experience

Content	Number of Years						
	1-3 years mean[†]	4-6 years mean[†]	7-10 years mean[†]	10+ years mean[†]	F	df	p
General items	3.82 (11)	3.56 (13)	3.90 (43)	3.75 (66)	1.40	3,129	0.25
Concepts:							
Grade 1	3.97 (11)	3.70 (13)	3.95 (43)	3.84 (63)	< 1	3,126	
Grade 2	3.82 (11)	3.59 (13)	4.14 (44)	4.03 (60)	2.51	3,124	0.06
Grade 3	3.68 (10)	3.96 (13)	4.29 (42)	3.96 (61)	4.00	3,122	< 0.01[*]
Grades 1 - 3	3.83 (11)	3.75 (13)	4.13 (44)	3.97 (66)	1.66	3,130	0.18
Suitability							
Grade 1	4.03 (11)	3.93 (13)	3.86 (43)	3.96 (63)	< 1	3,126	
Grade 2	4.10 (10)	4.04 (13)	4.27 (43)	4.52 (60)	1.75	3,122	0.16
Grade 3	4.38 (10)	3.90 (13)	4.14 (41)	4.30 (61)	1.35	3,121	0.26
Grades 1 - 3	4.13 (11)	3.93 (13)	4.06 (43)	4.22 (65)	< 1	3,128	
All science items	3.85 (11)	3.72 (13)	4.05 (44)	3.92 (66)	1.54	3,130	0.21

[†] Number of subjects reported in parentheses below the mean.

[*] A Scheffe pairwise comaprison of the group means found groups 7-10 years and 1-3 years to differ significantly

A statistically significant difference as a function of teaching experience was found in the response given by science teachers to the science concepts in grade 3 only [F(8,120) = 2.25, p = 0.03]. The subsequent Scheffe pairwise comparison probe of this analysis found science teachers with 7 to 10 years of teaching experience (mean = 4.29) reporting statistically greater satisfaction with the science concepts taught in grade 3 than science teachers with 1 to 3 years of teaching experience (mean = 3.68).

The results obtained from the analyses of social studies teacher response to the social studies curriculum as a function of teaching experience are reported in Table 223.

In general, social studies teachers, regardless of teaching experience, reported a similar level of satisfaction towards each subdivision of the social studies curriculum content. By one-way ANOVA, a significant difference was obtained in the analysis of social studies teacher response to civics education items [F(3,134) = 2.67, p = 0.05], however, the subsequent Scheffe pairwise comparison probe did not isolate two or more specific levels of teaching experience as statistically different.

Table 223: Social studies teacher response to items on the curriculum content in social studies by the number of years of teaching experience

	Number of Years						
Content	1-3 years mean†	4-6 years mean†	7-10 years mean†	10+ years mean†	F	df	p
General items	3.69 (23)	3.84 (12)	3.77 (29)	3.87 (74)	< 1	3,134	
General geography	3.46 (23)	3.82 (12)	3.67 (29)	3.67 (74)	< 1	3,134	
Geography:							
Grade 1	4.06 (23)	4.01 (12)	4.05 (29)	4.19 (74)	< 1	3,134	
Grade 2	4.16 (22)	4.06 (12)	4.11 (29)	4.20 (74)	< 1	3,133	
Grade 3	4.12 (20)	3.97 (12)	4.23 (28)	4.13 (74)	< 1	3,130	
Grades 1 - 3	3.87 (23)	3.96 (12)	3.97 (29)	4.01 (74)	< 1	3,134	
History	4.11 (23)	3.96 (12)	4.33 (29)	4.25 (74)	1.06	3,134	0.37
Civics education	4.15 (23)	4.13 (12)	4.35 (29)	4.49 (74)	2.67	3,134	0.05*
All social studies items	3.84 (23)	3.93 (12)	3.96 (29)	4.03 (74)	< 1	3,134	

† Number of subjects reported in parentheses below the mean.

* A Scheffe pairwise comparison of the group means found no two groups to differ significantly

Table 224: English language teacher response to items on the curriculum content in english language by the number of years of teaching experience

	Number of Years						
	1-3 years mean†	4-6 years mean†	7-10 years mean†	10+ years mean†	F	df	p
	3.55 (16)	3.53 (25)	3.41 (119)	---- (0)	1.10	2,157	0.34

† Number of subjects reported in parentheses below the mean.

e. Academic Preparation

The mean responses given by teachers at each level of academic preparation and the F value obtained from the statistical comparison of these mean responses are reported in Tables 225 through 230 for Islamic education, Arabic language, mathematics, science, social studies, and English language respectively.

No statistically significant differences, as a function of the teacher's academic preparation, were found in the response given to curriculum content items among teachers of Islamic education, Arabic language, mathematics, science, and English language teachers.

Table 225: Islamic education teacher response to items on the curriculum content in islamic education by type of educational preparation

	Type and Amount										
	CU-E mean†	CU-nE mean†	TTIS2 mean†	TTIS1 mean†	TTIP5 mean†	TTIP3 mean†	S mean†	P mean†	F	df	p
	3.90 (66)	4.01 (63)	4.07 (1)	3.25 (2)	3.11 (1)	---- (0)	3.60 (1)	---- (0)	1.34	5,120	0.25

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; and P = Preparatory School.

Table 226: Arabic language teacher response to items on the curriculum content in arabic language by type of educational preparation

	Type and Amount										
	CU-E mean†	CU-nE mean†	TTIS2 mean†	TTIS1 mean†	TTIP5 mean†	TTIP3 mean†	S mean†	P mean†	F	df	p
General items	3.82 (77)	3.82 (89)	4.47 (4)	4.03 (2)	4.27 (5)	3.82 (1)	---- (0)	---- (0)	1.70	5,172	0.14
Grade 1:											
Reading book	3.88 (72)	3.93 (82)	4.10 (4)	4.17 (2)	3.87 (5)	3.72 (1)	---- (0)	---- (0)	< 1	5,160	
Language book	3.67 (72)	3.84 (82)	4.15 (4)	3.88 (2)	4.12 (5)	3.17 (1)	---- (0)	---- (0)	< 1	5,160	
All items	3.80 (73)	3.89 (82)	4.12 (4)	4.05 (2)	3.97 (5)	3.50 (1)	---- (0)	---- (0)	< 1	5,161	
Grade 2:											
Reading book	3.69 (71)	3.82 (81)	3.70 (4)	3.51 (2)	3.92 (5)	3.63 (1)	---- (0)	---- (0)	< 1	5,150	
Language book	3.58 (70)	3.67 (80)	3.93 (4)	3.60 (2)	3.90 (5)	3.20 (1)	---- (0)	---- (0)	< 1	5,156	
All items	3.65 (71)	3.77 (81)	3.70 (4)	3.52 (2)	3.91 (5)	3.46 (1)	---- (0)	---- (0)	< 1	5,150	
Grade 3:											
Reading book	3.83 (71)	3.88 (74)	3.90 (4)	3.82 (2)	3.51 (5)	3.64 (1)	---- (0)	---- (0)	< 1	5,151	
Language book	3.80 (72)	3.87 (73)	3.64 (4)	3.50 (2)	3.38 (5)	3.40 (1)	---- (0)	---- (0)	< 1	5,151	
All items	3.81 (72)	3.87 (74)	3.83 (4)	3.67 (2)	3.45 (5)	3.52 (1)	---- (0)	---- (0)	< 1	5,152	
All arabic language items	3.78 (77)	3.87 (89)	4.08 (4)	3.87 (2)	3.89 (5)	3.57 (1)	---- (0)	---- (0)	< 1	5,172	

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; and P = Preparatory School.

Table 227: Mathematics teacher response to items on the curriculum content in mathematics by type of educational preparation

	Type and Amount										
	CU-E mean†	CU-nE mean†	TTIS2 mean†	TTIS1 mean†	TTIP5 mean†	TTIP3 mean†	S mean†	P mean†	F	df	p
	3.31 (136)	3.52 (19)	3.03 (1)	3.69 (1)	---- (0)	---- (0)	3.17 (2)	---- (0)	< 1	4,154	

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; and P = Preparatory School.

Table 228: Science teacher response to items on the curriculum content in science by type of educational preparation

	Type and Amount										
Content	CU-E mean†	CU-nE mean†	TTIS2 mean†	TTIS1 mean†	TTIP5 mean†	TTIP3 mean†	S mean†	P mean†	F	df	p
General items	3.78 (109)	3.79 (21)	---- (0)	---- (0)	---- (0)	---- (0)	4.04 (2)	---- (0)	< 1	2,129	
Concepts:											
Grade 1	3.86 (108)	4.02 (19)	---- (0)	---- (0)	---- (0)	---- (0)	3.80 (2)	---- (0)	< 1	2,126	
Grade 2	3.98 (106)	4.22 (18)	---- (0)	---- (0)	---- (0)	---- (0)	3.91 (2)	---- (0)	< 1	2,123	
Grade 3	4.04 (104)	4.19 (18)	---- (0)	---- (0)	---- (0)	---- (0)	3.85 (2)	---- (0)	< 1	2,121	
Grades 1 - 3	3.97 (110)	4.13 (21)	---- (1)	---- (1)	---- (0)	---- (0)	3.07 (2)	---- (0)	< 1	2,130	
Suitability											
Grade 1	3.90 (108)	4.05 (19)	---- (0)	---- (0)	---- (0)	---- (0)	4.13 (2)	---- (0)	< 1	2,126	
Grade 2	4.34 (105)	4.51 (17)	---- (0)	---- (0)	---- (0)	---- (0)	4.80 (2)	---- (0)	< 1	2,121	
Grade 3	4.17 (103)	4.48 (18)	---- (0)	---- (0)	---- (0)	---- (0)	4.03 (2)	---- (0)	1.39	2,120	0.25
Grades 1 - 3	4.11 (109)	4.25 (20)	---- (1)	---- (1)	---- (0)	---- (0)	4.23 (2)	---- (0)	< 1	4,128	
All science items	3.93 (110)	4.02 (21)	---- (0)	---- (0)	---- (0)	---- (0)	3.98 (2)	---- (0)	< 1	2,130	

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; and P = Preparatory School.

Table 229: Social studies teacher response to items on the curriculum content in social studies by type of educational preparation

	Type and Amount										
Content	CU-E mean†	CU-nE mean†	TTIS2 mean†	TTIS1 mean†	TTIP5 mean†	TTIP3 mean†	S mean†	P mean†	F	df	p
General items	3.89 (83)	3.71 (50)	3.65 (1)	3.50 (3)	4.35 (1)	2.93 (1)	---- (0)	---- (0)	1.70	5,155	0.14
General geography	3.77 (83)	3.56 (50)	2.92 (1)	3.73 (3)	4.75 (1)	3.00 (1)	---- (0)	---- (0)	2.12	5,133	0.07
Geography:											
Grade 1	4.26 (83)	4.01 (50)	4.58 (1)	2.27 (1)	4.75 (3)	4.25 (1)	---- (0)	---- (0)	8.31	5,133	< 0.01[#*]
Grade 2	4.29 (83))	4.04 (49)	5.00 (1)	3.22 (3)	4.17 (1)	3.83 (1)	---- (0)	---- (0)	3.50	5,132	< 0.01[*]
Grade 3	4.26 (824)	4.05 (48)	4.29 (1)	2.01 (3)	5.00 (1)	---- (0)	---- (0)	---- (0)	5.70	4,130	< 0.01[#*]
Grades 1 - 3	4.10 (83)	3.04 (50)	4.05 (1)	2.90 (3)	4.70 (1)	3.70 (1)	---- (0)	---- (0)	4.47	5,133	< 0.01[#*]
History	4.33 (83)	4.18 (50)	4.29 (1)	2.00 (3)	5.00 (1)	3.57 (1)	---- (0)	---- (0)	8.89	5,133	< 0.01[#*]
Civics education	4.49 (83)	4.31 (50)	4.69 (1)	1.84 (3)	4.92 (1)	4.38 (1)	---- (0)	---- (0)	17.30	5,133	< 0.01[#*]
All social studies items	4.08 (83)	3.86 (50)	3.98 (1)	3.07 (3)	4.60 (1)	3.43 (1)	---- (0)	---- (0)	4.17	5,133	< 0.01[#*]

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; and P = Preparatory School.

[*] A Scheffe pairwise comparison of the group means found no two groups to differ significantly

[#*] A Scheffe pairwise comparison of the group means found the TTIS1 group to differ from other groups, however, the number of subjects in the former group is too small (n = 3) to draw any reliable conclusions.

In the analyses of social studies teacher response, significant differences between the responses given by teachers with different academic preparation backgrounds were obtained for most curriculum content subdivision. However, the subsequent Scheffe pairwise comparison probes found, in each case, the significant difference to result from the response given by a few teachers whose academic preparation fell at the 2 year post secondary school education at the Teacher Training Institute. Three or fewer teachers fell within this latter level of academic preparation, and consequently any conclusion drawn about the effect of academic preparation on social studies teacher evaluation of the social studies curriculum would be premature.

Table 230: English language teacher response to items on the curriculum content in englsih language by type of educational preparation

	Type and Amount										
	CU-E mean$^+$	CU-nE mean$^+$	TTIS2 mean$^+$	TTIS1 mean$^+$	TTIP5 mean$^+$	TTIP3 mean$^+$	S mean$^+$	P mean$^+$	F	df	p
	3.44 (51)	3.57 (15)	3.41 (77)	3.30 (7)	3.59 (1)	3.91 (1)	2.75 (3)	---- (0)	1.54	6,148	0.17

Key: CU-E = College or University degree in Education; CU-nE = College or University degree (not in Education); TTIS2 = Teacher Training Institute 2 yrs after Secondary School; TTIS1 = Teacher Training Institute 1 yr after Secondary School; TTIP5 = Teacher Training Institute 5 yrs after Preparatory School; TTIP3 = Teacher Training Institute 3 yrs after Preparatory School; S = Secondary School; and P = Preparatory School.

f. Amount of In-Service Training

The mean responses given to curriculum content items as a function of the amount of in-service training obtained and the results from the statistical comparisons of these responses are reported in Tables 231 to 236 for Islamic education, Arabic language, mathematics, science, social studies, and English language, respectively.

Statistically significant differences in the response given by teachers to curriculum content items, as a function of the amount of in-service training received, were found among the Arabic language teachers only. Teachers within Islamic education, mathematics, science, social studies, or English language evaluated their curriculum similarily reqardless of the amount of in-service training they had received.

Table 231: Islamic education teacher response to items on the curriculum content in islamic education by amount of in-service training attended

Amount							
None mean[†]	< 1 month mean[†]	1-3 months mean[†]	4-12 months mean[†]	1-2 years mean[†]	F	df	p
4.06 (47)	3.93 (51)	3.98 (9)	3.49 (5)	3.60 (5)	1.90	4,112	0.12

[†] Number of subjects reported in parentheses below the mean.

The analysis of Arabic lanaguage teacher response, as a function of the amount of in-service training, to each subdivision of the Arabic language curriculum yielded a statistically significant difference by one-way ANOVA (Table 232). The posthoc Scheffe pairwise comparison probes of teacher response to each subdivision of the Arabic language crriculum isolated the following group differences.

Table 232: Arabic language teacher response to items on the curriculum content in arabic language by amount of in-service training attended

	Amount							
	None mean[†]	< 1 month mean[†]	1-3 months mean[†]	4-12 months mean[†]	1-2 years mean[†]	F	df	p
General items	3.74 (31)	3.83 (91)	3.58 (16)	4.47 (6)	3.03 (5)	6.30	4,144	< 0.01[#]
Grade 1:								
Reading book	4.01 (28)	3.88 (85)	3.55 (15)	4.51 (6)	3.03 (5)	4.99	4,134	< 0.01[##]
Language book	3.88 (28)	3.73 (85)	3.20 (15)	4.23 (6)	3.07 (5)	4.46	4,134	< 0.01[*]
All items	3.96 (28)	3.82 (85)	3.41 (15)	4.40 (6)	3.04 (5)	5.18	4,134	< 0.01[###]
Grade 2:								
Reading book	3.85 (28)	3.77 (82)	3.54 (15)	4.27 (6)	2.77 (5)	4.64	4,131	< 0.01[####]
Language book	3.79 (28)	3.61 (80)	3.12 (15)	4.28 (6)	2.68 (5)	6.10	4,129	< 0.01[##]
All items	3.83 (28)	3.71 (82)	3.38 (15)	4.28 (6)	2.74 (5)	6.01	4,131	< 0.01[####]
Grade 3:								
Reading book	4.18 (26)	3.85 (79)	3.29 (14)	4.37 (6)	2.79 (5)	8.52	4,125	< 0.01[#####]
Language book	4.02 (26)	3.81 (79)	3.35 (14)	4.27 (6)	2.83 (4)	4.46	4,124	< 0.01[*]
All items	4.10 (26)	3.83 (79)	3.32 (14)	4.32 (6)	2.86 (5)	7.08	4,125	< 0.01[#####]
All arabic language items	3.90 (31)	3.83 (91)	3.40 (16)	4.37 (6)	2.93 (5)	7.72	4,144	< 0.01[##]

[†] Number of subjects reported in parentheses below the mean.

A Scheffe pairwise comparison of the group means found:

[#] group 4-12 mo to differ significantly from groups 1-2 yrs, 1-3 mo, and none, and group < 1 mo to differ significantly from group 1-2 yrs;

[##] group 4-12 mo to differ significantly from groups 1-2 yrs and 1-3 mo, and group none to differ significatnly from group 1-2 yrs;

[###] group 4-12 mo to differ significatnly from group 1-2 yrs;

[####] groups 4-12 mo, < 1 mo, and none to differ significantly from group 1- 2 yrs;

[#####] groups 4-12 mo and none to differ significatnly from groups 1-2 yrs and 1-3 mo;

[*] no two groups to differ significantly

1. In response to general Arabic language curriculum content items [F(4,144) = 6.30, p < 0.01], the Scheffe probe found Arabic language teachers with 4 - 12 months of in-service training (mean = 4.47) to report significantly greater satisfaction than Arabic language teachers with 1 - 2 years (mean = 3.03), 1-3 months (mean = 3,83), or no (mean = 3.74) in-service training. In addition, the response to these items by Arabic language teachers with less than 1 month (mean = 3.83) of in-service training was significantly greater (more satisfaction) than the response given by teachers with 1 - 2 years of in-service training.

2. In response to items on the reading book in grade 1 [F(4,134) = 4.99, p < 0.01], the Scheffe probe found Arabic language teachers with 4 - 12 months (mean = 4.51) of in-service training to report significantly greater satisfaction than teachers with 1 - 2 years (mean = 3.03) or 1 - 3 months (mean = 3.55) of in-service training. In addition, teachers with no (mean = 4.01) in-service training reported significantly greater satisfaction with these items than teachers with 1 -2 years of in-service training.

3. In response to items on the language book in grade 1 [F(4,134) = 4.46, p < 0.01], the Scheffe probe found no two specific groups of teachers, defined by different amounts of in-service training, to differ significantly.

4. When the data was collapsed across the reading and language books in grade 1 (all items in grade 1) the significant differences [F(4,134) = 5.18, p < 0.01] fell, as isolated by the subsequent Scheffe probe, between the two extreme groups: Arabic language teachers with 4 -12 months (mean = 4.40) of in-service training and Arabic language teachers with 1 - 2 years (mean = 3.04) of in-service training.

5. In response to items on the reading book in grade 2 [F(4,131) = 4.64, p < 0.01], the Scheffe probe found teachers with 4 - 12 months (mean = 4.27), less than 1 month (mean = 3.77), or no (mean = 3.85) in-service training to report significantly greater satisfaction than teachers with 1 -2 years (mean = 2.77) of in-service training.

6. In response to items on the language book in grade 2 [F(4,129) = 6.10, p < 0.01], the Scheffe

probe found Arabic language teachers with 4 - 12 months (mean = 4.28) of in-service training to report significantly greater satisfaction than teachers with 1 - 2 years (mean = 2.68) or 1 - 3 months (mean = 3.12) of in-service training. In addition, teachers with no (mean = 3.79) in-service training reported significantly greater satisfaction with these items than teachers with 1 -2 years of in-service training.

7. When the data was collapsed across the reading and language books in grade 2 (all items in grade 2) the significant differences [F(4,131) = 6.01, $p < 0.01$] fell, as isolated by the subsequent Scheffe probe, between teachers with 4 - 12 months (mean = 4.28), less than 1 month (mean = 3.71), or no (mean = 3.83) in-service training and teachers with 1 -2 years (mean = 2.74) of in-service training.

8. In response to items on the reading book in grade 3 [F(4.125) = 8.52, $p < 0.01$], the Scheffe probe found arabic language teachers with 4 - 12 months (mean = 4.37) or no (mean = 4.18) in-service training to report significantly greater satisfaction than teachers with 1 - 2 years (mean = 2.79) or 1 - 3 months (mean = 3.29) of in-service training.

9. In response to items on the language book in grade 3 F(4.124) = 4.46, $p = 0.01$], the Scheffe probe found no two specific groups of teachers, defined by with different amounts of in-service training, to differ significantly.

10. When the data was collapsed across the reading and language books in grade 3 (all items in grade 3) the significant differences [F(4,125) = 7.08, $p < 0.01$], as isolated by the subsequent Scheffe probe, took on the pattern of results isolated in the analysis of the reading book in grade 3 : teachers with 4 - 12 months (mean = 4.32) or no (mean = 4.10) in-service training reported significantly greater satisfaction with this subdivision of the arabic language curriculum than teachers with 1 - 2 years (mean = 2.86) or 1 - 3 months (mean = 3.32) of in-service training.

Table 233: Mathematics teacher response to items on the curriculum content in mathematics by amount of in-service training attended

	Amount							
	None mean⁺	< 1 month mean⁺	1-3 months mean⁺	4-12 months mean⁺	1-2 years mean⁺	F	df	p
	3.25 (40)	3.37 (86)	3.40 (15)	2.40 (2)	3.16 (3)	1.61	4,141	0.18

⁺ Number of subjects reported in parentheses below the mean.

Table 234: Science teacher response to items on the curriculum content in science by amount of in-service training attended

	Amount							
Content	None mean⁺	< 1 month mean⁺	1-3 months mean⁺	4-12 months mean⁺	1-2 years mean⁺	F	df	p
General items	3.66 (28)	3.78 (79)	3.78 (8)	4.22 (1)	4.04 (5)	< 1	4,116	
Concepts:								
Grade 1	3.69 (28)	3.90 (75)	3.73 (8)	3.87 (1)	4.38 (6)	1.53	4,113	0.20
Grade 2	3.89 (28)	4.04 (74)	3.90 (8)	4.09 (1)	4.28 (5)	< 1	4,111	
Grade 3	4.01 (27)	4.07 (74)	3.80 (8)	4.67 (1)	4.24 (5)	< 1	4,110	
Grades 1 - 3	3.91 (28)	4.00 (79)	3.85 (8)	4.29 (1)	4.38 (6)	< 1	4,117	
Suitability:								
Grade 1	3.87 (28)	3.98 (75)	3.81 (8)	3.50 (1)	3.83 (6)	< 1	4,113	
Grade 2	4.45 (27)	4.41 (73)	4.14 (8)	4.60 (1)	3.56 (5)	1.52	4,109	0.20
Grade 3	4.20 (27)	4.23 (73)	4.02 (8)	4.42 (1)	3.87 (5)	< 1	4,109	
Grades 1 - 3	4.11 (28)	4.17 (77)	3.98 (8)	4.16 (1)	3.73 (6)	< 1	4,115	
All science items	3.85 (28)	3.95 (79)	3.85 (8)	4.25 (1)	4.14 (6)	< 1	4,117	

⁺ Number of subjects reported in parentheses below the mean.

Table 235: Social studies teacher response to items on the curriculum content in social studies by amount of in-service training attended

	Amount							
Content	None mean$^+$	< 1 month mean$^+$	1-3 months mean$^+$	4-12 months mean$^+$	1-2 years mean$^+$	F	df	p
General items	3.79 (23)	3.86 (95)	3.80 (10)	3.58 (3)	3.45 (4)	< 1	4,130	
General geography	3.44 (23)	3.72 (95)	3.65 (10)	3.28 (3)	3.27 (4)	1.14	4,130	0.34
Geography:								
Grade 1	4.09 (23)	4.23 (95)	4.23 (10)	4.06 (3)	3.54 (4)	1.62	4,130	0.17
Grade 2	4.11 (22)	4.23 (95)	4.13 (10)	4.17 (3)	3.58 (4)	1.31	4,129	0.27
Grade 3	4.17 (21)	4.17 (95)	4.15 (10)	4.43 (3)	4.07 (4)	< 1	4,128	
Grades 1 - 3	3.88 (23)	4.05 (95)	4.01 (10	3.89 (3)	3.55 (4)	1.20	4,130	0.31
History	4.21 (23)	4.33 (95)	4.31 (10)	4.00 (3)	3.93 (4)	< 1	4,130	
Civics education	4.25 (23)	4.50 (95)	4.39 (10)	4.37 (3)	3.98 (4)	2.04	4,130	0.09
All social studies items	3.91 (23)	4.05 (95)	3.99 (10)	3.82 (3)	3.59 (4)	1.24	4,130	0.30

$^+$ Number of subjects reported in parentheses below the mean.

Table 236: English language teacher response to items on the curriculum content in english language by amount of in-service training attended

	Amount							
	None mean+	< 1 month mean+	1-3 months mean+	4-12 months mean+	1-2 years mean+	F	df	p
	3.50 (13)	3.46 (70)	3.53 (14)	3.24 (8)	3.48 (34)	< 1	4,134	

+ Number of subjects reported in parentheses below the mean.

g. Location of In-Service Training

The responses given to curriculum content items as a function of the location of in-service training obtained and the results of the statistical comparisons of these responses are reported in Tables 237 to 242 for Islamic education, Arabic language, mathematics, science, social studies, and English language, respectively.

Statistically significant differences in the response given by teachers to curriculum content items as a function of the location of in-service training were found among the science teachers only. Teachers within Islamic education, Arabic language, mathematics, social studies, or English language evaluated their curriculum similarily reqardless of the location of in-service training.

Table 237: Islamic education teacher response to items on the curriculum content in islamic education by location of in-service training

	Location				
	Inside Oman mean⁺	Outside Oman mean⁺	t	df	p
	3.94 (32)	3.86 (45)	0.60	75	0.55

⁺ Number of subjects reported in parentheses below the mean.

Science teacher response to general science items [t(90) = -3.06, p < 0.01], and to the concepts taught in grade 1 [t(87) = -2.71, p < 0.01], grade 2 [t(86) = -2.03, p < 0.05], and grade 3 [t(87) = -2.50, p < 0.01] differed significantly as a function of the science teachers location of in-service training. In each case, science teachers trained outside of Oman reported significantly greater satisfaction with these subdivisions of the science curriculum than teachers trained inside of Oman (see Table 240 for means). Science teacher response to the suitability of the concepts in grades 1 through 3 did not differ statistically by the location of in-service training.

Table 23B: Arabic language teacher response to items on the curriculum content in islamic education by location of in-service training

Content	Location Inside Oman mean+	 Outside Oman mean+	t	df	p
General items	3.81 (45)	3.79 (86)	0.14	129	0.89
Grade 1:					
Reading book	3.92 (43)	3.84 (79)	0.59	120	0.55
Language book	3.76 (43)	3.67 (80)	0.63	121	0.53
All items	3.86 (43)	3.78 (80)	0.59	121	0.55
Grade 2:					
Reading book	3.79 (41)	3.73 (80)	0.41	119	0.68
Language book	3.65 (40)	3.51 (79)	0.89	117	0.38
All items	3.74 (41)	3.65 (80)	0.72	119	0.47
Grade 3:					
Reading book	3.85 (44)	3.70 (75)	0.99	117	0.33
Language book	3.81 (43)	3.68 (75)	0.83	116	0.41
All items	3.82 (44)	3.69 (75)	0.94	117	0.35
All Arabic language items combined	3.81 (45)	3.76 (86)	0.48	129	0.63

+ Number of subjects reported in parentheses below the mean.

Table 239: Mathematics teacher response to items on the curriculum content in mathematics by location of in-service training

	Location				
	Inside Oman mean$^+$	Outside Oman mean$^+$	t	df	p
	3.41 (39)	3.31 (73)	0.82	110	0.41

$^+$ Number of subjects reported in parentheses below the mean.

Table 240: Science teacher response to items on the curriculum content in science by location of in-service training

	Location				
Content	Inside Oman mean$^+$	Outside Oman mean$^+$	t	df	p
General	3.56 (30)	3.94 (62)	-3.06	90	< 0.01*
Concepts:					
Grade 1	3.66 (28)	4.04 (61)	-2.71	87	< 0.01*
Grade 2	3.82 (29)	4.12 (59)	-2.03	86	< 0.05*
Grade 3	3.84 (30)	4.18 (59)	-2.50	87	0.01*
Grades 1 - 3	3.79 (30)	4.12 (63)	-2.48	91	0.02*
Suitability:					
Grade 1	3.79 (28)	4.01 (61)	-1.25	87	0.21
Grade 2	4.17 (29)	4.40 (58)	-1.12	85	0.27
Grade 3	4.04 (30)	4.34 (58)	-1.78	86	0.08
Grades 1 - 3	3.98 (30)	4.22 (61)	-1.49	89	0.14
All science items	3.74 (30)	4.07 (63)	-2.91	91	< 0.01*

$^+$ Number of subjects reported in parentheses below the mean.
* Significant difference

Table 241: Social studies teacher response to items on the curriculum content in social studies by location of in-service training

	Location				
Content	Inside Oman mean^{+}	Outside Oman mean^{+}	t	df	p
General	3.82 (41)	3.83 (67)	-0.10	106	0.92
General geography	3.69 (41)	3.69 (67)	-0.02	106	0.98
Geography:					
Grade 1	4.15 (41)	4.13 (67)	0.11	106	0.91
Grade 2	4.19 (41)	4.17 (67)	0.19	106	0.85
Grade 3	4.22 (41)	4.10 (66)	0.92	105	0.36
Grades 1 - 3	4.02 (41)	3.99 (67)	0.28	106	0.78
History	4.29 (41)	4.22 (67)	0.48	106	0.63
Civics education	4.40 (41)	4.44 (67)	-0.37	106	0.71
All social studies items	4.00 (41)	3.99 (67)	0.06	106	0.96

$^{+}$ Number of subjects reported in parentheses below the mean.

Table 242: English language teacher response to items on the curriculum content in english language by location of in-service training

	Location				
	Inside Oman mean^{+}	Outside Oman mean^{+}	t	df	p
	3.47 (68)	3.48 (67)	-0.08	133	0.93

$^{+}$ Number of subjects reported in parentheses below the mean.

h. Workshop Attendance

The mean responses given to curriculum content items as a function of workshop attendence and the results of the statistical comparisons of these mean responses are reported in Tables 243 to 248 for Islamic education, Arabic language, mathematics, science, social studies, and English language, respectively.

Table 243: Islamic education teacher response to items on the curriculum content in islamic education by number of workshops attended

	Number							
	None mean*	1 mean*	2 mean*	3 mean*	3+ mean*	F	df	p
	3.95 (58)	4.09 (27)	3.75 (12)	3.84 (10)	3.82 (16)	1.02	4,118	0.40

* Number of subjects reported in parentheses below the mean.

No statistically significant differences in response to curriculum content items were found among the Islamic education (Table 243), science (Table 246), or English language (Table 248) analyses. Arabic language teachers, mathematics teachers, and social studies teachers, on the other hand, gave statistically different response to their curriculum content items as a function of the number of workshops they had attended. These significant results and

Table 244: Arabic language teacher response to items on the curriculum content in arabic language by number of workshops attended

	Number							
	None mean[†]	1 mean[†]	2 mean[†]	3 mean[†]	3+ mean[†]	F	df	p
General items	3.73 (43)	3.88 (38)	3.77 (41)	3.95 (28)	4.05 (22)	1.65	4,167	0.16
Grade 1:								
Reading book	3.88 (41)	3.96 (34)	3.85 (38)	3.85 (24)	4.00 (22)	< 1	4,154	0.89
Language book	3.74 (41)	3.89 (35)	3.67 (38)	3.69 (24)	3.99 (22)	< 1	4,155	
All items	3.82 (41)	3.95 (35)	3.77 (38)	3.79 (24)	3.99 (22)	< 1	4,155	
Grade 2:								
Reading book	3.76 (40)	3.92 (34)	3.68 (36)	3.69 (27)	3.91 (21)	< 1	4,153	
Language book	3.56 (39)	3.89 (33)	3.37 (36)	3.50 (27)	4.00 (21)	3.72	4,151	< 0.01[*]
All items	3.70 (40)	3.91 (34)	3.56 (36)	3.61 (27)	3.94 (21)	2.19	4,153	0.07
Grade 3:								
Reading book	3.82 (38)	3.92 (31)	3.78 (38)	3.69 (23)	4.06 (22)	< 1	4,147	
Language book	3.71 (37)	3.79 (31)	3.78 (38)	3.78 (23)	4.00 (22)	< 1	4,146	
All items	3.77 (38)	3.86 (31)	3.78 (38)	3.73 (23)	4.03 (22)	< 1	4,147	
All arabic language items combined	3.77 (43)	3.90 (38)	3.76 (41)	3.79 (28)	4.01 (22)	< 1	4,167	

[†] Number of subjects reported in parentheses below the mean.

[*] A Scheffe pairwise comparison of the group means found no two groups to differ significantly

Table 245: Mathematics teacher response to items on the curriculum content in mathematics by number of workshops attended

	Number							
	None mean[†]	1 mean[†]	2 mean[†]	3 mean[†]	3+ mean[†]	F	df	p
	3.29 (31)	3.55 (47)	3.19 (32)	3.26 (22)	3.18 (19)	2.57	4,146	0.04[*]

[†] Number of subjects reported in parentheses below the mean.

[*] A Scheffe pairwise comparison of the group means found no two groups to differ significantly

Table 246: Science teacher response to items on the curriculum content in science by number of workshops attended

	Number							
Content	None mean†	1 mean†	2 mean†	3 mean†	3+ mean†	F	df	p
General items	3.84 (27)	3.68 (40)	3.92 (34)	3.68 (13)	3.79 (16)	1.02	4,125	0.40
Concepts:								
Grade 1	3.96 (27)	3.91 (41)	3.88 (31)	3.82 (13)	3.72 (15)	< 1	4,122	
Grade 2	4.13 (25)	4.01 (39)	3.98 (32)	4.11 (13)	3.73 (15)	< 1	4,119	
Grade 3	4.14 (24)	3.99 (40)	4.17 (30)	4.08 (12)	3.77 (16)	1.32	4,117	0.27
Grades 1 - 3	4.04 (27)	3.98 (41)	4.06 (34)	4.03 (13)	3.72 (16)	< 1	4,126	
Suitability:								
Grade 1	3.82 (27)	3.90 (41)	4.08 (31)	3.89 (13)	3.92 (15)	< 1	4,122	
Grade 2	4.20 (24)	4.36 (40)	4.60 (30)	4.42 (13)	4.25 (15)	< 1	4,117	
Grade 3	4.15 (23)	4.05 (40)	4.48 (30)	4.27 (12)	4.09 (16)	1.58	4,116	0.18
Grades 1 - 3	3.97 (27)	4.05 (41)	4.38 (32)	4.18 (13)	4.05 (16)	1.62	4,124	0.17
All science items	3.96 (27)	3.89 (41)	4.05 (34)	3.93 (13)	3.80 (16)	< 1	4,126	

† Number of subjects reported in parentheses below the mean.

Table 247: Social studies teacher response to items on the curriculum content in social studies by number of workshops attended

	Number							
Content	None mean[+]	1 mean[+]	2 mean[+]	3 mean[+]	3+ mean[+]	F	df	p
General items	3.54 (18)	3.75 (31)	3.75 (33)	3.93 (36)	4.00 (25)	2.60	4,138	0.04[*]
General geography	3.12 (18)	3.52 (31)	3.61 (33)	3.81 (36)	3.97 (25)	4.94	4,138	< 0.01[**]
Geography:								
Grade 1	3.83 (18)	4.26 (31)	4.05 (33)	4.22 (36)	4.20 (25)	1.79	4,138	0.13
Grade 2	3.94 (17)	4.21 (31)	3.98 (33)	4.33 (36)	4.22 (25)	2.20	4,137	0.07
Grade 3	3.97 (17)	4.11 (30)	4.09 (32)	4.15 (36)	4.37 (24)	1.25	4,134	0.29
Grades 1 - 3	3.62 (18)	3.99 (31)	3.90 (33)	4.09 (36)	4.15 (25)	3.32	4,138	0.02[#]
History	4.07 (18)	4.28 (31)	4.18 (33)	4.29 (36)	4.30 (25)	< 1	4,138	
Civics education	4.20 (18)	4.43 (31)	4.30 (33)	4.48 (36)	4.40 (25)	< 1	4,138	
All social studies items	3.70 (18)	3.96 (31)	3.90 (33)	4.09 (36)	4.13 (25)	2.68	4,138	0.03[*]

[+] Number of subjects reported in parentheses below the mean.

A Scheffe pairwise comparison of the group means found: [*] no two groups to differ significantly; [**] groups '3+' and '3' to differ significantly from group 'none'; [#] group '3+' to differ significantly from group 'none'.

Table 24B: English language teacher response to items on the curriculum content in english langauge by number of workshops attended

	Number							
	None mean†	1 mean†	2 mean†	3 mean†	3+ mean†	F	df	p
	3.68 (22)	3.45 (14)	3.45 (14)	3.51 (9)	3.38 (93)	1.81	4,147	0.13

† Number of subjects reported in parentheses below the mean.

the finding obtained from the subsequent Scheffe probes are reported below.

In the analyses of the Arabic language teacher response to Arabic lanaguage curriculum content by workshop attendence, only the analysis of the content in the 2nd grade language book yielded a significant difference by one-way ANOVA [$F(4,151) = 3.72$, $p < 0.01$]. The subsequent Scheffe probe of this analysis, however, did not isolate specific differences between groups of Arabic language teachers that had attended different numbers of workshops.

In the analysis of mathematics teacher response to mathematics curriculum content by workshop attendence, a significant difference was obtained by one-way ANOVA [$F(4,146) = 2.57$, $p = 0.04$], however, the subsequent Scheffe probe did not find any specific differences between the groups of mathematics teachers that had attended different numbers of workshops.

The analyses of the response given to the social studies curriculum content as a function of workshop attendence yielded significant differences, by one-way ANOVA, in the analyses of content items adressing general issues [$F(4,138) = 4.00$, $p = 0.04$], General Geography [$F(4,138) = 4.94$, $p < 0.01$], and Geography content in grades 1 through 3 [$F(4,138) = 3.32$, $p = 0.02$]. The Scheffe posthoc probes found specific group differences, as a function of workshop attendence, in the analyses of geography items only. In each case, social studies teachers attending more than 3 workshops reported greater satisfaction with the general geography curriculum (mean = 3.97) and the overall content of geography in grades 1 through 3 (mean = 4.15) than social studies teachers that had attended no workshops (mean are 3.12 and 3.62, respectively).

2. Parametric Analysis Of Factor Variables

a. Factor I: The Role of Curriculum Content and Practice in Developing the Various Components of the Student's Personality (Holistic Versus Single Components)

The results from the statistical analyses of teacher response to curriculum content items as a function of their response to Factor I (the importance of developing the student's personality: a holistic approach to education) are reported below by subject matter area.

The response given to Islamic education curriculum content items by Islamic education teachers differed significantly as a function of Islamic education teacher response to Factor I [$F(1,138) = 9.19$, $p < 0.01$]. In this analysis, Islamic education teachers that strongly supported (high response) a holistic approach to education (Factor I) reported significantly greater satisfaction with the Islamic education curriculum than Islamic education teachers that only moderately supported (medium response) this approach to education (Factor I). These mean responses and the results of this comparison are reported in Table 249.

Table 249: Islamic education teacher response to islamic education curriculum content items as a function of their attitude toward Factor I - the role of curriculum content and practice in developing the various components of the student's personality (holistic verses single component)

	Type of Response					
	High mean[†]	Medium mean[†]	Low mean[†]	F	df	p
	4.02 (100)	3.61 (40)	---- (0)	9.19	1,138	< 0.01[*]

[†] Number of subjects given in parentheses below the corresponding mean.
[*] Significant difference

The results from the statistical comparisons of the mean responses given to each subdivision of the Arabic language curriculum content by Arabic lanaguage teachers that rated the importance of Factor I (developmnent of the student's personality: a holistic approach to education) as either high, medium, or low are reported in Table 250.

Table 250: Arabic language teacher response to arabic language curriculum content items as a function of their attitude toward Factor I - the role of curriculum content and practice in developing the various components of the student's personality (holistic verses single component)

Content	Type of Response High mean†	 Medium mean†	 Low mean†	F	df	p
General items	3.90 (138)	3.66 (48)	3.22 (1)	3.93	2,184	0.02**
Grade 1:						
Reading book	4.00 (127)	3.65 (46)	3.28 (1)	5.21	2,171	< 0.01**
Language book	3.84 (127)	3.53 (46)	4.18 (1)	3.53	2,171	0.03**
All items	3.94 (128)	3.60 (46)	3.62 (1)	4.74	2,172	0.01**
Grade 2:						
Reading book	3.84 (126)	3.56 (45)	3.60 (1)	3.28	2,169	0.04**
Language book	3.70 (124)	3.42 (45)	2.50 (1)	3.27	2,167	0.04*
All items	3.79 (126)	3.51 (45)	3.29 (1)	3.55	2,169	0.03**
Grade 3:						
Reading book	3.94 (121)	3.61 (42)	2.36 (1)	5.82	2,161	< 0.01**
Language book	3.95 (121)	3.49 (42)	2.10 (1)	10.43	2,161	< 0.01*****
All items	3.94 (122)	3.55 (42)	2.23 (1)	8.80	2,162	< 0.01*****
All Arabic language items	4.02 (138)	3.61 (48)	3.11 (1)	7.19	2,184	< 0.01**

† Number of subjects given in parentheses below the corresponding mean.

A Scheffe pairwise comparison of the group means found: ** the high and the middle groups to differ significantly; ***** the high group to differ significantly from the middle and low groups, however, the number of subjects in the low group is too small to draw any conclusion about this group; * no two groups to differ significantly.

Statisitically significant differences in response to every subdivision of the Arabic language curriculum content were found between Arabic language teachers that strongly supported (high response), moderately supported (medium response), or did not support (low response) the holistic approach to education (Factor I). The topic of each subdivision of the Arabic language curriculum and the F value obtained in the statistical analysis of each subdivision is listed below and followed (in text) by the result from the subsequent Scheffe probe of the significant ANOVA.

1. General Arabic language content [$F(2,184) = 3.93$, $p = 0.02$]: Arabic language teachers that strongly supported Factor I (developing the student's personality: a holistic approach to education) reported statistically greater satisfaction with these curriculum content items than Arabic language teachers that only moderately supported this factor (Scheffe, $p < 0.05$). The mean response given to these curriculum content items by these two groups of teachers was 3.90 and 3.66, respectively.

2. Reading book in grade 1 [$F(2,171) = 5.21$, $p < 0.01$]: Arabic language teachers that strongly supported Factor I (developing the student's personality: a holistic approach to education) reported statistically greater satisfaction with these curriculum content items than Arabic language teachers that only moderately supported this factor (Scheffe, $p < 0.05$). The mean response given to these curriculum content items by these two groups of teachers was 4.00 and 3.65, respectively.

3. Language book in grade 1 [$F(2,171) = 3.53$, $p = 0.03$]: Arabic language teachers that strongly supported Factor I (developing the student's personality: a holistic approach to education) reported statistically greater satisfaction with these curriculum content items than Arabic language teachers that only moderately supported this factor (Scheffe, $p < 0.05$). The mean response given to these curriculum content items by these two groups of teachers was 3.84 and 3.54, respectively.

4. Reading book in grade 2 [$F(2,169) = 3.28$, $p = 0.04$]: Arabic language teachers that strongly supported Factor I (developing the student's personality: a holistic approach to education) reported statistically greater satisfaction with these curriculum content items than Arabic language teachers that only moderately supported this factor (Scheffe, $p < 0.05$).

The mean response given to these curriculum content items by these two groups of teachers was 3.84 and 3.56, respectively.

5. Language book in grade 2 [F(2,167) = 3.27, p = 0.04]: the Scheffe probe did not find specific group differences in the response given to these items by Arabic language teachers that rated Factor I as either high, medium, or low. However, the trend in the mean responses indicated a similar relationship to that found in the analysis of the reading book in grade 2 (see Table 255). The significance of this trend is supported further by the results obtained from the analysis of the 2nd grade content collapsed across the reading and language books [F(2,169) = 3.55, p = 0.03]. In this latter analysis, the Scheffe probe again found (at $p < 0.05$) Arabic language teachers in strong support of Factor I reporting greater satisfaction with the 2nd grade curriculum content than Arabic language teachers that only moderately supported this factor (mean responses of respectively).

6. Reading book in grade 3 [F(2,161) = 5.82, $p < 0.01$]: Arabic language teachers that strongly supported Factor I (developing the student's personality: a holistic approach to education) reported statistically greater satisfaction with these curriculum content items than Arabic language teachers that only moderately supported this factor (Scheffe, $p < 0.05$). The mean response given to these curriculum content items by these two groups of teachers was 3.94 and 3.61, respectively.

7. Language book in grade 3 [F(2,161) = 10.43, $p < 0.01$]: Arabic language teachers that strongly supported Factor I (developing the student's personality: a holistic approach to education) reported statistically greater satisfaction with these curriculum content items than Arabic language teachers that only moderately supported this factor (Scheffe, $p < 0.05$). The mean response given to these curriculum content items by these two groups of teachers was 3.95 and 3.49, respectively).

The result from the statistical comparison of the mean response given to the mathematics currriculum content items, by mathematics teachers that rated the importance of Factor I (development of the student's personality: a holistic approach to education) as either high, medium, or low is reported in Table 251.

No statistically significant difference in the response given by mathematics teachers to mathematics curriculum content items was found as a function of the teachers response to Factor I [F(2,161) = 1.66, p = 0.19].

Table 251: Mathematics teacher response to mathematics curriculum content items as a function of their attitude toward Factor I - the role of curriculum content and practice in developing the various components of the student's personality (holistic verses single component)

Type of Response					
High mean⁺	Medium mean⁺	Low mean⁺	F	df	p
3.37 (127)	3.23 (30)	3.04 (7)	1.66	2,161	0.19

⁺ Number of subjects given in parentheses below the corresponding mean.

The results from the statistical comparisons of the mean responses given to each subdivision of the science curriculum content by science teachers that rated the importance of Factor I (developmnent of the student's personality: a holistic approach to education) as either high, medium, or low are reported in Table 252.

Statistically significant differences in the response given to each subdivision of the science curriculum content were found between science teachers that either strongly

Table 252: Science teacher response to science curriculum content items as a function of their attitude toward Factor I - the role of curriculum content and practice in developing the various components of the student's personality (holistic verses single component)

	Type of Response					
Content	High mean†	Medium mean†	Low mean†	F	df	p
General items	3.84 (110)	3.62 (24)	2.86 (3)	5.93	2,134	$< 0.01^{***'}$
Concepts:						
Grade 1	3.95 (108)	3.71 (23)	2.42 (3)	9.48	2,131	$< 0.01^{****'}$
Grade 2	4.06 (105)	3.96 (23)	2.35 (3)	10.39	2,128	$< 0.01^{****'}$
Grade 3	4.09 (105)	3.92 (22)	3.17 (2)	2.70	2,126	0.07
Grades 1 - 3	4.04 (111)	3.94 (24)	2.37 (3)	12.12	2,135	$0.01^{****'}$
Suitability:						
Grade 1	3.97 (108)	3.89 (23)	2.92 (2)	3.11	2,131	$0.05^{'}$
Grade 2	4.42 (104)	4.23 (22)	2.60 (3)	7.49	2,126	$< 0.01^{****'}$
Grade 3	4.27 (105)	3.99 (21)	2.18 (2)	9.57	2,125	$< 0.01^{****'}$
Grade 1 - 3	4.20 (110)	3.99 (23)	2.35 (3)	12.70	2,133	$< 0.01^{****'}$
All science items	4.00 (111)	3.83 (24)	2.61 (3)	12.26	2,135	$< 0.01^{****'}$

† Number of subjects given in parentheses below the corresponding mean.

A Scheffe pairwise comparison of the group means found: $^{***'}$ the high and low groups differed significantly, however, the number of subjects in the low group is too small to draw any reliable conclusion; $^{****'}$ the high and middle groups differ significantly from the low group, however, the number of subjects in the low group is too small to draw any reliable conclusion; $^{'}$ no two groups differed significantly.

supported (high response), moderately supported (medium response), or did not support (low response) Factor I . However, the subsequent Scheffe pairwise comparison probes of each these significant analyses found either (a) no specific group differences, or (b) specific group differences that isolated the low group as statistically different from either, or both, the high and middle groups.

In the latter cases, the number of respondents in the low group was too small (n = 2 or 3) to draw any reliable conclusions concerning the low-group response. Overall, however, it should be noted that no differences in response to items within any science curriculum subdivision was found between science teachers that either strongly (high response) or moderately (medium response) supported a curriculum that promoted a holistic approach to education (Factor I). The mean responses and F values from the comparison of the mean responses are available in Table 252.

The results from the statistical comparisons of the mean responses given to each subdivision of the social studies curriculum content, by social studies teachers that rated the importance of Factor I (developmnent of the student's personality: a holistic approach to education) as either high, medium, or low are reported in Table 253.

Statistically significant differences in the responses given to each subdivision of the social studies curriculum content were found between social studies teachers that either strongly supported (high response), moderately supported (medium response), or did not support (low response) Factor I . In all analyses, the post hoc Scheffe probe found those social studies teachers that strongly supported (high response) a holistic approach to education (Factor I) also reported a statistically greater amount of satisfaction with the social studies curriculum than social studies teachers that only moderately supported (medium response) this approach to education (see Table 253 for mean responses and F values).

Table 253: Social studies teacher response to Social studies curriculum content items as a function of their attitude toward Factor I - the role of curriculum content and practice in developing the various components of the student's personality (holistic verses single component)

Content	Type of Response					
	High mean†	Medium mean†	Low mean†	F	df	p
General items	3.86 (122)	3.54 (23)	---- (0)	7.18	1,143	< 0.01*
General Geography	3.67 (122)	3.52 (23)	---- (0)	< 1	1,143	
Geography:						
Grade 1	4.20 (122)	3.76 (23)	---- (0)	10.03	1,143	< 0.01*
Grade 2	4.21 (121)	3.86 (23)	---- (0)	6.73	1,142	0.01*
Grade 3	4.21 (119)	3.76 (22)	---- (0)	10.02	1,139	< 0.01*
Grades 1 - 3	4.03 (122)	3.70 (23)	---- (0)	7.21	1,143	< 0.01*
History	4.29 (122)	3.87 (23)	---- (0)	7.23	1,143	< 0.01*
Civics	4.44 (122)	3.94 (23)	---- (0)	14.11	1,143	< 0.01*
All Social studies items	4.03 (122)	3.67 (23)	---- (0)	10.23	1,143	< 0.01*

† Number of subjects given in parentheses below the corresponding mean.

* significantly different

The result from the statistical comparison of the mean responses given to the English language curriculum content items by English language teachers that rated the importance of Factor I (developmnent of the student's personality: a holistic approach to education) is reported in Table 254.

The response given to English language curriculum content items by English language teachers differed significantly as a function of the teacher's response to

Factor I [Factor I - F(2,160) = 4.10, p = 0.02]. The subsequent Scheffe pairwise comparison probe of this analysis found that the significant difference was between English language teachers that strongly supported (high response) Factor I and English language teahers that moderately supported (medium response) Factor I such that the former group (mean = 3.50) reported greater satisfaction with the English language curriculum that the latter group (mean = 3.22).

Table 254: English language teacher response to english language curriculum content items as a function of their attitude toward Factor I - the role of curriculum content and practice in developing the various components of the student's personality (holistic verses single component)

Type of Response					
High mean[†]	Medium mean[†]	Low mean[†]	F	df	p
3.50 (134)	3.22 (27)	3.13 (2)	4.10	2,160	0.02[**]

[†] Number of subjects given in parentheses below the corresponding mean.

[**] A Scheffe pairwise comparison of the group means found the high and middle groups to differ significantly.

b. Factor II: The Type of Management Policy in the Classroom (Democratic versus Authoritarian); the Degree of Freedom for the Teacher in Choosing His/Her Own Approaches

The results from the statistical analyses of teacher response to curriculum content items as a function of teacher response to Factor II (teacher choice in classroom management policy) are reported below by subject matter area.

The result of the statistical comparison of the mean responses given to Islamic education curriculum content items by Islamic education teachers that rated the importance of Factor II (type and degree of choice in classroom managment policy: democratic versus authoritarian approach) as either high, medium, or low is reported in Table 255.

No statistically significant differences in response to Islamic education curriculum content items were found between Islamic education teachers that either strongly (high response) or moderately (medium response) supported a democratic approach to classroom management (Factor II) [F(1,136) = 2.10, p = 0.14].

Table 255: Islamic education teacher response to islamic education curriculum content items as a function of their attitude toward Factor II - the type of management policy in the classroom (democratic versus authoritarian); the degree of freedom for the teacher in choosing his/her own approaches

Type of Response					
High mean[†]	Medium mean[†]	Low mean[†]	F	df	p
3.97 (107)	3.80 (31)	---- (0)	2.10	1,136	0.14

[†] Number of subjects given in parentheses below the corresponding mean.

The results from the statistical comparisons of the mean responses given to each subdivision of the Arabic language curriculum content by Arabic langauge teachers that rated the importance of Factor II (type and degree of choice in the classroom managment policy: democratic versus authoritarian approach) as either high, medium, or low are reported in Table 256.

By one-way ANOVAs and subsequent Scheffe pairwise comparison probes, statistically significant differences between Arabic language teachers that strongly (high response) supported a democratic approach to classroom management (Factor II) and Arabic language teachers that only moderately (medium response) supported this type of classroom management policy were found in the responses these teachers gave to Arabic language curriculum content items on general issues [$F(2,181) = 6.06$, $p < 0.01$,

Table 256: Arabic language teacher response to arabic language curriculum content items as a function of their attitude toward Factor II - the type of management policy in the classroom (democratic versus authoritarian); the degree of freedom for the teacher in choosing his/her own approaches

Subject Taught	Type of Response High mean⁺	 Medium mean⁺	 Low mean⁺	F	df	p
General items	3.89 (144)	3.68 (39)	2.83 (1)	6.06	2,181	< 0.01##
Grade 1:						
Reading book	3.95 (135)	3.77 (36)	1.89 (1)	5.96	2,169	< 0.01#####*
Language book	3.81 (134)	3.61 (37)	2.75 (1)	2.04	2,169	0.13
All items	3.89 (135)	3.73 (37)	2.23 (1)	4.11	2,170	0.02###*
Grade 2:						
Reading book	3.81 (129)	3.62 (39)	2.13 (1)	4.70	2,166	0.01###*
Language book	3.69 (127)	3.37 (39)	2.80 (1)	3.27	2,164	0.04*
All items	3.76 (129)	3.53 (39)	2.38 (1)	4.47	2,166	0.01*
Grade 3:						
Reading book	3.92 (125)	3.58 (36)	3.18 (1)	3.67	2,159	0.03##
Language book	3.92 (125)	3.47 (36)	3.00 (1)	6.59	2,159	< 0.01##
All items	3.92 (126)	3.53 (36)	3.12 (1)	5.52	2,160	< 0.01##
All Arabic language items	3.88 (144)	3.61 (39)	2.59 (1)	6.47	2,181	< 0.01##

⁺ Number of subjects given in parentheses below the corresponding mean.
A Scheffe pairwise comaprison of the group means found: ## the high and middle groups to differ significantly; #####* the high and middle group to differ significantly from the low group, however, the number of subjects in the low group is too small to draw a reliable conclusion; ###* the high and low groups to differ significantly, however, the number of subjects in the low group was too small to draws any reliable conclusions; and * no two groups to differ significantly.

followed by a Scheffe probe at p < 0.05], the reading book in grade 3 [F(2,159) = 3.67, p = 0.03, followed by a Scheffe probe at p < 0.05], and the language book in grade 3 [F(2,159) = 5.52, p < 0.01, followed by a Scheffe probe at p < 0.05]. Additionally, when the dependent variable was the teachers response to all Arabic language curriculum content items (collapsed across all subdivisions) the same relationship was found [$F(2,181) = 6.47$, $p < 0.01$, followed by Scheffe probe at $p < 0.05$].

By one-way ANOVA, statistically significant differences were also obtained in the analyses of 1st grade reading book [$F(2,169) = 5.96$, $p < 0.01$] and the 2nd grade reading [$F(2,166) = 4.70$, $p < 0.01$] and language [$F(2,164) = 3.27$, $p = 0.04$] books . However, in these analyses, the subsequent Scheffe pairwise comparison probes did not find specific and/or reliable group differences.

The result from the statistical comparison of the mean responses given to mathematics curriculum content items by mathematics teachers that rated the imporatnce of Factor II (type and degree of choice in the classroom management policy: democratic versus authoritarian approach) as either high, medium, or low is reported in Table 257.

No statistically significant differences in the response to mathematics curriculum content items were found between mathematics teachers that either strongly supported (high response), moderately supported (medium response), or did not support (low response) a democratic approach to classroom management (Factor II) [$F(2,161) = 2.64$, $p = 0.07$].

Table 257: Mathematics teacher response to mathematics curriculum content items as a function of their attitude toward Factor II - the type of management policy in the classroom (democratic versus authoritarian); the degree of freedom for the teacher in choosing his/her own approaches

Type of Response					
High mean[+]	Medium mean[+]	Low mean[+]	F	df	p
3.41 (106)	3.21 (53)	3.09 (5)	2.64	2,161	0.07

[+] Number of subjects given in parentheses below the corresponding mean.

The results of the statistical comparisons of the mean responses given to each subdivision of the science curriculum content by science teachers that rated the imporatnce of Factor II (type and degree of choice in the classroom managment policy: democratic versus authoritarian approach) are reported in Table 258.

By one-way ANOVA, statistically significant differences in the response given to each subdivision of the science curriculum content was found between science teachers as a function of the teachers response to Factor II. The post-hoc Scheffe pairwise comparisons probe of the group means in each significant one-way ANOVA revealed 2 basic relationships (or types of results).

Table 25B: Science teacher response to science curriculum content items as a function of their attitude toward Factor II - the type of management policy in the classroom (democratic versus authoritarian); the degree of freedom for the teacher in choosing his/her own approaches

	Type of Response					
Subject Taught	High mean†	Medium mean†	Low mean†	F	df	p
General items	3.83 (104)	3.68 (30)	2.64 (2)	5.11	2,133	< 0.01####*
Concepts:						
Grade 1	3.97 (101)	3.64 (30)	1.87 (2)	14.29	2,130	< 0.01#*
Grade 2	4.06 (101)	3.93 (27)	1.61 (2)	15.53	2,127	< 0.01####*
Grade 3	4.09 (100)	3.93 (27)	2.83 (1)	2.59	2,125	0.08
Grade 1 - 3	4.05 (105)	3.90 (30)	1.74 (2)	16.75	2,134	< 0.01####*
Suitability:						
Grade 1	4.01 (101)	3.74 (30)	2.25 (2)	7.50	2,130	0.01####*
Grade 2	4.42 (99)	4.24 (27)	2.00 (2)	8.98	2,125	< 0.01####*
Grade 3	4.35 (99)	3.80 (27)	1.00 (1)	18.60	2,124	< 0.01#*
Grade 1 - 3	4.25 (103)	3.87 (30)	1.65 (2)	21.00	2,132	< 0.01#*
All science items	4.01 (105)	3.81 (30)	2.14 (2)	15.81	2,134	< 0.01####*

† Number of subjects given in parentheses below the corresponding mean.

A Scheffe pairwise comparison of the group means found: ####* the low group differed significantly from the high and middle groups, however, the number of subjects in the low group is too small to draw any reliable conclusion; #* all three groups differed significantly, however, the number of subjects in the low group is too small to draw any reliable conclusion about this group.

1. Science teachers that did not support (low response) a democratic classroom management policy (Factor II) reported very little satisfaction with all subdivisions of the science curriculum; however, too few teachers fell within the low-response group to draw any reliable conclusions.

2. Science teachers that strongly (high response) or moderately (medium response) supported a democratic classroom mangement policy (Factor II) reported similar levels of satisfaction with all science curriculum content subdivisions, except those that

> addressed 1st-grade concepts and 3rd-grade suitability of 3rd-grade concepts. In these latter two analyses, science teachers that strongly supported a democratic classroom management policy (Factor II) reported greater satisfaction with the items in these curriculum content subdivisions (means are 3.97 and 4.35 for 1st-grade concepts and 3rd-grade suitability items, respectively) than science teachers that only moderately supported this type of management policy (means are 3.64 and 3.80 for 1st-grade concepts and 3rd-grade suitability items, respectively).

The results from the statistical comparisons of the mean responses given to each subdivision of the social studies curriculum content by social studies teachers that rated the importance of Factor II (type and degree of choice in the classroom managment policy: democratic versus authrotarian approach) as either high, medium, or low are reported in Table 259.

Statistically significant differences between social studies teachers that rated the importance of Factor II as either high or medium were found in the response these teachers gave social studies curriculum content items addressing 1st grade geography [F(1,143) = 5.10, p = 0.03], history [F(1,143) = 7.62, p < 0.01], and civics education [F(1,143) = 4.37, p = 0.04]. In each of these analyses, the direction of the significant difference indicated that social studies teachers who strongly supported (high response) a democratic classroom management policy also reported greater satisfaction with these social studies curriculum content subdivisions (mean responses were 4.19, 4.30, and 4.42 for 1st grade geography, history, and civics education, respectively) than social studies teachers who only moderately supported (medium response) this type of classroom management policy (mean responses were 3.89, 3.90, and 4.15 for 1st grade geography, history, and civic education, respectively).

Table 259: Social studies teacher response to Social studies curriculum content items as a function of their attitude toward Factor II - the type of management policy in the classroom (democratic versus authoritarian); the degree of freedom for the teacher in choosing his/her own approaches

	Type of Response					
Subject Taught	High mean[†]	Medium mean[†]	Low mean[†]	F	df	p
General items	3.84 (117)	3.68 (28)	---- (0)	2.10	1,143	0.15
General Geography	3.66 (117)	3.59 (28)	---- (0)	< 1	1,143	
Geography:						
Grade 1	4.19 (117)	3.89 (28)	---- (0)	5.10	1,143	0.03[#]
Grade 2	4.19 (116)	4.00 (28)	---- (0)	2.20	1,142	0.14
Grade 3	4.16 (114)	4.05 (27)	---- (0)	< 1	1,139	
Grade 1 - 3	4.01 (117)	3.83 (28)	---- (0)	2.41	1,143	0.12
History	4.30 (117)	3.90 (28)	---- (0)	7.62	1,143	0.01[#]
Civics	4.42 (117)	4.15 (28)	---- (0)	4.37	1,143	0.04[#]
All Social studies items	4.01 (117)	3.81 (28)	---- (0)	3.48	1,143	0.06

[†] Number of subjects given in parentheses below the corresponding mean.

[#] significantly different

The result from the statistical comparison of the mean responses given to the English language currriculum content items by English language teachers that rated the importance of Factor II (type and degree of choice in the classroom managment policy: democratic versus authoritarian) is reported in Table 260.

No statistically significant differences in response to English language curriculum content items were found between English language teachers that either strongly supported (high response), moderately supported (medium response), or did not support (low response) a democratic approach to classroom management (Factor II) [F(2,160) = 2.72, p = 0.07].

Table 260: English language teacher response to english language curriculum content items as a function of their attitude toward Factor II - the type of management policy in the classroom (democratic versus authoritarian); the degree of freedom for the teacher in choosing his/her own approaches

	Type of Response					
	High mean†	Medium mean†	Low mean†	F	df	p
	3.50 (116)	3.30 (46)	3.31 (1)	2.72	2,160	0.07

† Number of subjects given in parentheses below the corresponding mean.

c. Factor III: The Emphasis of the Curriculum Centered on the Student

The results from the statistical analyses of teacher response to curriculum content items as a function of teacher response to Factor III (the importance of a student-centered curriculum) are reported below for all subject matter areas except social studies. Social studies teachers were in complete agreement towards this factor and reported strong support (high response) for a student-centered curriculum. In as much as, all social studies teacher gave the same response to this factor, no comparison was needed.

The result from the statistical comparison of the mean responses given to Islamic education curriculum content items by Islamic education teachers that rated the importance of Factor III (student-centered curriculum) as either high, medium, or low is reported in Table 261.

A statistically significant differences in the responses given to Islamic education curriculum content items was found between Islamic education teachers, as a function of the teacher's response to Factor III [F(2,137) = 4.12, p = 0.02]. However, the post-hoc Scheffe pairwise comparison probe of this analysis did not find any specific group diffferences.

Table 261: Islamic education teacher response to islamic education curriculum content items as a function of their attitude toward Factor III - the emphasis of the curriculum centered on the student

Type of Response					
High mean[†]	Medium mean[†]	Low mean[†]	F	df	p
3.97 (119)	3.71 (20)	2.77 (1)	4.12	2,137	0.02[*]

[†] Number of subjects given in parentheses below the corresponding mean.

[*] A Scheffe pairwise comparison of the group means found no two groups to differ significantly

The results from the statistical comparisons of the mean responses given to each subdivision of the Arabic language curriculum content by Arabic langauge teachers that rated the importance of Factor III (student-centered curriculum) as either high, medium, or low are reported in Table 262.

Table 262: Arabic language teacher response to arabic language curriculum content items as a function of their attitude toward Factor III - the emphasis of the curriculum centered on the student

	Type of Response					
Content	High mean†	Medium mean†	Low mean†	F	df	p
General items	3.84 (153)	3.79 (32)	---- (0)	< 1	1,183	
Grade 1:						
Reading book	3.92 (142)	3.78 (30)	---- (0)	1.10	1,170	0.30
Language book	3.75 (142)	3.80 (30)	---- (0)	< 1	1,170	
All items	3.86 (143)	3.78 (30)	---- (0)	< 1	1,171	
Grade 2:						
Reading book	3.77 (141)	3.69 (29)	---- (0)	< 1	1,168	
Language book	3.62 (140)	3.57 (28)	---- (0)	< 1	1,166	
All items	3.71 (141)	3.66 (29)	---- (0)	< 1	1,168	
Grade 3:						
Reading book	3.84 (133)	3.85 (29)	---- (0)	< 1	1,160	
Language book	3.85 (134)	3.66 (28)	---- (0)	1.53	1,160	0.21
All items	3.84 (134)	3.76 (29)	---- (0)	< 1	1,161	
All Arabic language items	3.83 (153)	3.77 (32)	---- (0)	< 1	1,183	

† Number of subjects given in parentheses below the corresponding mean.

No statistically significant differences in the responses given to any subdivision of the Arabic language curriculum content were found between Arabic language teachers that rated the importance of a student-centered curriculum (Factor III) as either high, medium, or low (Factor III).

The result of the statistical comparison of the mean responses given to mathematics curriculum content items by mathematics teachers that rated the importance fo Factor III (student-centered curriculum) as either high, medium, or low is reported in Table 263.

Table 263: Mathematics teacher response to mathematics curriculum content items as a function of their attitude toward Factor III - the emphasis of the curriculum centered on the student

	Type of Response					
	High mean[+]	Medium mean[+]	Low mean[+]	F	df	p
	3.36 (134)	3.27 (24)	3.04 (6)	1.04	2,161	0.36

[+] Number of subjects given in parentheses below the corresponding mean.

No statistically significant difference in the response given to mathematics curriculum content items was found between mathematics teachers that rated the importance of a student-centered curriculum as either high, medium, or low (Factor III).

The results of the statistical comparisons of the mean responses given to each subdivision of the science curriculum content by science teachers that rated the importance of Factor III (student-centered curriculum) as either high, medium, or low are reported in Table 264.

Table 264: Science teacher response to science curriculum content items as a function of their attitude toward Factor III - the emphasis of the curriculum centered on the student

	Type of Response					
Content	High mean†	Medium mean†	Low mean†	F	df	p
General items	3.84 (119)	3.46 (15)	2.64 (2)	7.76	2,133	< 0.01*****°
Concepts:						
Grade 1	3.92 (116)	3.75 (15)	1.87 (2)	10.90	2,130	< 0.01****°
Grade 2	4.07 (113)	3.79 (15)	1.61 (2)	16.50	2,127	< 0.01****°
Grade 3	4.08 (112)	3.82 (15)	2.83 (1)	3.11	2,125	0.05°
Grade 1 - 3	4.04 (120)	3.80 (15)	1.74 (2)	17.29	2,134	< 0.01****°
Suitability:						
Grade 1	3.97 (116)	3.78 (15)	2.25 (2)	6.11	2,130	< 0.01****°
Grade 2	4.42 (111)	4.10 (15)	2.00 (2)	9.57	2,125	< 0.01****°
Grade 3	4.27 (111)	3.96 (15)	1.00 (1)	11.98	2,124	< 0.01****°
Grade 1 - 3	4.19 (118)	3.92 (15)	1.65 (2)	17.08	2,132	< 0.01****°
All science items	3.99 (120)	3.71 (15)	2.14 (2)	16.48	2,134	< 0.01****°

† Number of subjects given in parentheses below the corresponding mean.

A Scheffe pairwise comparison of the group means found: *****° the high group differed significantly from the middle and low groups, however, the number of subjects in the low group is too small to draw any reliable conclusion about this group; ****° the high and middle groups differed significantly from the low group, however, the number of subjects in the low group is too small to draw any reliable conclusion; ° no two groups differed significantly.

By one-way ANOVA, statistically significant differences in the responses given by science teachers to each subdivision of the science curriculum content were found as a function of the science teachers' response to Factor III. The subsequent Scheffe probes of these significant analyses revealed three basic relationships as listed below.

1. In response to general science curriculum items, science teachers that reported either strong support or moderate support for a student-centered curriculum gave statistically different responses from each other (means are 3.84 and 3.46 respectively), as well as from science teachers that did not support a student-centered curriculum (mean = 2.64). However, the last result is compromised by an insufficient number of science teachers in the low-response group (n=2).
2. In the analysis of 3rd-grade concepts, the Scheffe probe did not find any specific group differences.
3. In all other analyses, the Scheffe probes found the significant difference lay between teachers that strongly or moderately supported a student-centered curriculum, and teachers that did not support this type of curriculum. No conculsion can be made, however, since the number of respondents in the latter group (low response) was too small to yeild reliable results.

The result from the statistical comparison of the mean responses given to English language curriculum content items by English language teachers that rated the importance of Factor III (student-centered curriculum) as either high, medium, or low is reported in Table 265.

A statistically significant difference in the responses given to English language curriculum content items was found between English language teachers as a function of the teacher's response to Factor III [F(2,160) = 4.71, p = 0.01]. The post-hoc Scheffe pairwise comparison probe found the significant difference was between the responses given by English language teacher that strongly supported a student-centered curriculum (mean response to English language curriculum content items = 3.53) and English language teachers that moderately supported a student-centered curriculum (mean response to English language currculum content items = 3.33).

Table 265: English language teacher response to english language curriculum content items as a function of their attitude toward Factor III - the emphasis of the curriculum centered on the student

	Type of Response					
	High mean[†]	Medium mean[†]	Low mean[†]	F	df	p
	3.53 (98)	3.33 (61)	3.03 (4)	4.71	2,160	0.01[**]

[†] Number of subjects given in parentheses below the corresponding mean.

[**] A Scheffe pairwise comparison of the group means found the high and middle groups to differ significantly.

d. Factor IV: Relating the Curriculum to Everyday Life and the Students' Social and Cultural Heritage

The results from the statistical analyses of teacher response to curriculum content items as a function of teacher response to Factor IV (importance of relating the curriculum to the student's social and cultural life) are reported below by subject matter area.

The results of the statistical comparison of the mean responses given to Islamic education curriculum content items by Islamic education teachers that rated the importance of Factor IV (relating the curriculum to the student's social and cultural life) as either high, medium, or low is reported in Table 266.

No statistically significant difference in response to Islamic education curriculum items was found between Islamic education teachers that differed in their attitude toward the importance of relating the curriculum to the student's social and cultural life (Factor IV) [F(2,137) = 1.00, p = 0.37].

Table 266: Islamic education teacher response to islamic education curriculum content items as a function of their attitude toward Factor IV - relating the curriculum to everyday life and the students' social and cultural heritage

	Type of Response					
	High mean†	Medium mean†	Low mean†	F	df	p
	3.96 (113)	3.82 (25)	3.58 (2)	1.00	2,137	0.37

† Number of subjects given in parentheses below the corresponding mean.

The results from the statistical analyses of the mean responses given to each subdivision of the Arabic language curriculum content by Arabic language teachers that rated the imporatance of Factor IV (relating the curriculum to the student's social and cultural life) as either high, medium, or low are reported in Table 267.

Table 267: Arabic language teacher response to arabic language curriculum content items as a function of their attitude toward Factor IV - relating the curriculum to everyday life and the students' social and cultural heritage

Content	Type of Response High mean†	 Medium mean†	 Low mean†	F	df	p
General items	3.89 (139)	3.63 (43)	4.00 (6)	3.98	2,185	0.02^{**}
Grade 1:						
Reading book	3.99 (130)	3.61 (39)	3.57 (6)	5.94	2,172	$< 0.01^{**}$
Language book	3.79 (130)	3.64 (39)	3.61 (6)	< 1	2,172	
All items	3.91 (131)	3.62 (39)	3.57 (6)	3.43	2,173	0.03^{*}
Grade 2:						
Reading book	3.82 (128)	3.62 (39)	3.39 (6)	2.39	2,170	0.09
Language book	3.65 (126)	3.49 (39)	3.33 (6)	< 1	2,168	
All items	3.75 (128)	3.57 (39)	3.36 (6)	2.01	2,170	0.14
Grade 3:						
Reading book	3.89 (118)	3.76 (41)	3.14 (6)	3.31	2,162	0.04^{***}
Language book	3.89 (119)	3.68 (40)	2.78 (6)	7.71	2,162	$< 0.01^{*****}$
All items	3.89 (119)	3.72 (41)	2.97 (6)	5.82	2,163	$< 0.01^{*****}$
All Arabic language items combined	3.88 (139)	3.64 (43)	3.47 (6)	4.12	2,185	0.02^{*}

† Number of subjects given in parentheses below the corresponding mean.
A Scheffe pairwise comparison of the group means found: ** the high and middle groups to differ significantly; *** the high and low groups to differ significantly; ***** the high and middle groups differ significantly from the low group; and * no two groups to differ significantly.

Arabic language teachers, grouped by their response to Factor IV (the importance of relating the curriculum to the student's social and cultural life), gave statistically different responses to Arabic language curriculum content items that addressed general items [F(2,185) = 3.98, p = 0.02], the 1st grade reading book [F(2,172) = 5.94, p < 0.01], all 1st grade items [F(2,173) = 3.43, p = 0.03], the 3rd grade reading book [F(2,162) = 3.31, p = 0.04], the 3rd grade language book [F(2,162) = 7.71, p < 0.01], all 3rd grade items [F(2,163) = 5.83, p < 0.01], and all Arabic language items combined [F(2,185) = 4.12, p = 0.02]. The results of the subsequent Scheffe pairwise comparison probes are as follows:

1. The responses given to general and 1st grade reading book items by Arabic language teachers that strongly or moderately supported relating the curriculum to the student's social and cultural life (Factor IV) differed significantly, such that those teachers that strongly supported Factor IV reported significantly more satisfaction with these subdivisions of the Arabic language curriculum than teachers that only moderately supported this factor.

2. The Scheffe probe for specific group differences did not reach significance in the probe of either all 1st grade items and all Arabic language items.

3. The responses given by Arabic language teachers to 3rd-grade reading book items, 3rd-grade language book items, and all 3rd-grade items combined differed significantly such that those teachers that strongly or moderately supported Factor IV differed significantly from the responses given by teachers that did not support this factor.

The result from the statistical comparison of the mean responses given to mathematics curriculum content items by mathematics teachers that rated the importance of Factor IV (relating the curriculum to the student's social and cultural life) as either high, medium, or low is reported in Table 268.

Table 268: Mathematics teacher response to mathematics curriculum content as a function of their attitude toward Factor IV - relating the curriculum to everyday life and the students' social and cultural heritage

Type of Response					
High mean⁺	Medium mean⁺	Low mean⁺	F	df	p
3.41 (110)	3.16 (49)	3.49 (5)	3.31	2,161	0.04**

⁺ Number of subjects given in parentheses below the corresponding mean.
** Scheffe pairwise comparison of the group means found the high and middle groups to differ significantly.

A statistically significant difference in the response to mathematics curriculum content items was found between mathematics teachers that differed in their attitude towards Factor IV [F(2,161) = 3.31, p = 0.04]. The post hoc Scheffe probe of this analysis found the significant difference was between the response given by teachers that strongly supported (mean = 3.41) relating the curriculum to the student's social and cultural life (Factor IV) and the response given by teachers that moderately supported (mean = 3.16) this factor.

The results from the statistical comparisons of the mean responses given to each subdivision of the science curriculum content by science teachers that rated the importance of Factor IV (relating the curriculum to the student's social and cultural life) as either high, medium, or low are reported in Table 269.

Table 269: Science teacher response to science curriculum content items as a function of their attitude toward Factor IV - relating the curriculum to everyday life and the students' social and cultural heritage

	Type of Response					
Content	High mean†	Medium mean†	Low mean†	F	df	p
General items	3.84 (101)	3.64 (34)	3.12 (2)	2.96	2,134	0.06
Concepts:						
Grade 1	3.98 (99)	3.60 (33)	2.87 (2)	6.80	2,131	< 0.01**
Grade 2	4.07 (96)	3.85 (33)	2.99 (2)	3.61	2,128	0.03^
Grade 3	4.13 (96)	3.86 (31)	3.17 (2)	4.34	2,126	0.02^
Grade 1 - 3	4.07 (102)	3.79 (34)	2.96 (2)	5.65	2,135	< 0.01***^
Suitability:						
Grade 1	4.04 (99)	3.64 (33)	3.63 (2)	3.98	2,131	0.02**
Grade 2	4.38 (95)	4.30 (32)	3.40 (2)	1.35	2,126	0.26
Grade 3	4.24 (95)	4.19 (31)	2.18 (2)	8.06	2,125	< 0.01****^
Grade 1 - 3	4.20 (100)	3.97 (34)	2.88 (2)	4.88	2,133	< 0.01***^
All science items	4.01 (102)	3.77 (34)	3.04 (2)	5.87	2,135	0.02***^

† Number of subjects given in parentheses below the corresponding mean.

A Scheffe pairwise comparison of the group means found: ** the high and the middle groups differed significantly; ^ no two groups differed significantly; ***^ the high and low groups differed significantly, however, the number of subjects in the low group is too small to draw any reliable conclusions; ****^ the high and middle groups differed significantly from the low group, however, the number of subjects in the low group is too small to draw any reliable conclusions.

By one-way ANOVA, statistically significant differences were found between science teachers, that differed in their attitude toward the Factor IV, in the response they gave to science curriculum subdivisions that assessed the science concepts taught in all grades: concepts in grade 1

[F(2,131) = 3.93, $p < 0.01$], grade 2 [F(2,128) = 3.61, $p = 0.03$], grade 3 [F(2,126) = 4.34, $p < 0.02$], as well as the combined concepts in grades 1 - 3 [F(2,135) = 5.65, $p < 0.01$]. The post-hoc Scheffe pairwise comparision probes of these analyses isolated specific significant and statistically reliable differences in the probe of 1st-grade concepts only. In this latter case, science teachers that strongly supported (high response) relating the curriculum to the student's social and cultural life (Factor IV) reported statistically greater satisfaction (mean = 3.98) with the 1st-grade concepts than science teachers that had only moderately supported (medium response) this factor (mean response to 1st-grade concepts = 3.60).

In addition to the differences in response found in the analyses of science concepts, statisically significant differences were also obtained, by one-way ANOVA, in the analyses of concept suitability (grades 1 and 3) and all science items combined. However, the subsequent Scheffe probes of these last analyses found that the significant difference was the result of the responses made by the very few (n = 2) science teachers that did not support (low response) Factor IV, and, consequently, no conclusion can be reliably drawn.

The results from the statistical comparisons of the mean responses given to each subdivision of the social studies curriculum content by social studies teachers that rated the importance of Factor IV (relating the curriculum to the student's social and cultural life) as either high, medium, or low are reported in Table 270.

Table 270: Social studies teacher response to Social studies curriculum content items as a function of their attitude toward Factor IV - relating the curriculum to everyday life and the students' social and cultural heritage

Content	Type of Response					
	High mean[†]	Medium mean[†]	Low mean[†]	F	df	p
General items	3.84 (121)	3.65 (23)	3.52 (1)	1.43	2,142	0.24
General Geography	3.68 (121)	3.46 (23)	3.80 (1)	< 1	2,142	
Geography:						
Grade 1	4.20 (121)	3.84 (23)	2.00 (1)	9.85	2,142	< 0.01#*
Grade 2	4.20 (120)	3.98 (23)	2.83 (1)	3.92	2,141	0.02*
Grade 3	4.18 (117)	4.03 (23)	2.14 (1)	6.15	2,138	< 0.01####*
Grade 1 - 3	4.02 (121)	3.77 (23)	2.71 (1)	5.01	2,142	< 0.01*
History	4.28 (121)	4.01 (23)	1.67 (1)	9.31	2,142	< 0.01####*
Civics	4.45 (121)	4.03 (23)	1.92 (1)	14.41	2,142	< 0.01#*
All Social studies items	4.02 (121)	3.77 (23)	2.95 (1)	4.66	2,142	0.01*

[†] Number of subjects given in parentheses below the corresponding mean.

A Scheffe pairwise comparison of the group means found: #* all three groups differed significantly, however the number of subjects in the low group is too small to draw a reliable conclusion about this group; * no two groups differed significantly; ####* the high and middle groups differed significantly from the low group, however, the number of subjects in the low group is too small to draw any reliable conclusions.

Statistical significance by one-way ANOVA was obtained in the analyses of geography concepts in grades 1 through 3, history, civics education, and all items combined.

The post-hoc Scheffe pairwise comparison probes found these results to be either (a) non-specific or (b) compromised by the small number of respondents (n = 1) in the low-responsegroup. Perhaps, more notable, is the absense of any statistically significant differences in the responses given to these items by social studies teachers that strongly or moderately supported a curriculum that relates the content to the student's social and cultural life (Factor IV).

The result from the statistical comparison of the mean responses given to English language curriculum content item by English language teachers that rated the importance of Factor IV (relating the curriculum to the student's social and cultural life) as either high, medium, or low is reported in Table 271.

Table 271: English language teacher response to english language curriculum content items as a function of their attitude toward Factor IV - relating the curriculum to everyday life and the students' social and cultural heritage

Type of Response					
High mean†	Medium mean†	Low mean†	F	df	p
3.51 (116)	3.30 (41)	3.21 (6)	3.65	2,160	0.03*

† Number of subjects given in parentheses below the corresponding mean.

* A Scheffe pairwise comparison of the group means found no two groups to differ significantly.

A statistically significant difference in the response to mathematics curriculum content items was found between mathematics teachers that differed in their attitude towards Factor IV [F(2,160) = 3.65, p = 0.03]. The post-hoc Scheffe probe of this analysis found no specific group differences.

e. Factor V: Development of Thinking Abilities

The results from the statistical analyses of teacher response to curriculum content items as a function of their response to Factor V (development of thinking abilities) are reported below by subject matter area.

The result from the statistical comparison of the mean responses given to Islamic education curriculum content items by Islamic education teachers that rated the importance of Factor V (development of thinking abilities) as either high, medium, or low is reported in Table 272.

Table 272: Islamic education teacher response to islamic education curriculum content items as a function of their attitude toward Factor V - development of thinking abilities

	Type of Response					
Subject Taught	High mean†	Medium mean†	Low mean†	F	df	p
	3.98 (115)	3.72 (22)	3.27 (1)	2.81	2,135	0.06

† Number of subjects given in parentheses below the corresponding mean.

No statisically significant differences in the response to Islamic education curriculum items were found between Islamic education teachers that reported high, medium or low levels of support for Factor V (development of thinking abilities) [F(2,135) = 2.81, p = 0.06].

The results from the statistical comparisons of the mean responses given to each subdivision of the Arabic language curriculum content by Arabic language teachers that rated the importance of Factor V (development of thinking abilities) as either high, medium, or low are reported in Table 273.

Statistically significant differences in the response to each subdivision of the Arabic language curriculum were found between Arabic language teachers that differed in their support of Factor V (see Table 273 for F values). The subsequent Scheffe probes isolated the following group differences:

Table 273: Arabic language teacher response to arabic language curriculum content items as a function of their attitude toward Factor V - development of thinking abilities

Content	Type of Response High mean†	 Medium mean†	 Low mean†	F	df	p
General items	3.89 (146)	3.63 (30)	3.31 (7)	5.99	2,180	$< 0.01^{***}$
Grade 1:						
Reading book	3.96 (136)	3.75 (28)	3.25 (7)	4.89	2,168	$< 0.01^{***}$
Language book	3.85 (136)	3.54 (28)	2.77 (7)	9.99	2,168	$< 0.01^{*****}$
All items	3.92 (137)	3.66 (28)	3.06 (7)	7.58	2,169	$< 0.01^{***}$
Grade 2:						
Reading book	3.83 (133)	3.55 (28)	3.10 (7)	6.24	2,165	$< 0.01^{***}$
Language book	3.71 (133)	3.28 (27)	3.03 (7)	5.99	2,164	$< 0.01^{**}$
All items	3.78 (133)	3.46 (28)	3.08 (7)	6.97	2,165	$< 0.01^{****}$
Grade 3:						
Reading book	3.90 (128)	3.64 (27)	3.35 (6)	3.15	2,158	0.05^{*}
Language book	3.89 (128)	3.62 (27)	3.07 (6)	5.26	2,158	$< 0.01^{***}$
All items	3.89 (129)	3.63 (27)	3.21 (6)	4.56	2,159	0.01^{***}
All Arabic language items combined	3.89 (146)	3.63 (30)	3.14 (7)	8.48	2,180	$< 0.01^{***}$

† Number of subjects given in parentheses below the corresponding mean.
A Scheffe pairwise comparison of the group means found: *** the high and low groups to differ significantly; ***** the high and middle groups to differ significantly from the low group; ** the high and middle groups to differ significantly; **** the high group to differ significantly from the middle and low groups; and * no two groups to differ significantly.

1. In response to general Arabic language items, teachers that strongly or moderately supported the development of thinking abilities reported significantly greater satisfaction (means for high-and-medium- response groups equals 3.89 and 3.63 respectively) than teachers that did

not support this factor (low-response group mean = 3.31).

2. In response to 1st-grade reading book items, teachers that strongly or moderately supported the development of thinking abilities reported significantly greater satisfaction (means for high-and medium- response groups equal to 3.96 and 3.75 respectively) than teachers that did not support this factor (low-response group mean = 3.25).

3. In response to 1st grade language book items, teachers that strongly supported the development of thinking abilites reported significantly greater satisfaction (high-response group mean = 3.85) than teachers that moderately supported or did not support this factor (medium-and low-response group means equal 3.54 and 2.77, respectively).

4. In response to the 2nd-grade reading book items, teachers that strongly or moderately supported the development of thinking abilities reported significantly greater satisfaction (high-and medium-response groups mean equal 3.83 and 3.55 respectively) than teachers that did not support this factor (low-response group mean = 3.10).

5. In response to the 2nd grade language book items, teachers that strongly or moderately supported the development of critical thinking abilities reported significantly greater satisfaction (high and medium response group means equal 3.71 and 3.28 respectively) than teachers that did not support this factor (low-response group mean = 3.03).

6. In response to the 3rd-grade reading book items, no specific group diffferences were isolated by the Scheffe probe.

7. In response to the 3rd-grade language book items, teachers that strongly or moderately supported the development of critical thinking abilities reported significantly greater satisfaction (high-and medium-response group means of 3.89 and 3.62 respectively) than teachers that did not support this factor (mean = 3.07).

The result from the statistical comparison of the mean responses to mathematics curriculum content items by mathematics teachers that rated the importance of Factor V (development of thinking abilities) as either high, medium, or low is reported in Table 274.

A statistically significant difference in the response to mathematics curriculum content items was found between mathematics teachers that differed in their attitude toward Factor V [F(2,161) = 3.87, p = 0.02]. The post-hoc Scheffe probe of this analysis found the significant difference was between teachers that either strongly (high response) or moderately (medium response) supported the development of thinking skills (Factor V). This differences finds the former group (high-response group mean = 3.40) reporting greater satisfaction with the mahtematics curriculum content than the latter group (medium response group mean = 3.10).

Table 274: Mathematics teacher response to mathematics curriculum content items as a function of their attitude toward Factor V - development of thinking abilities

	Type of Response					
Subject Taught	High mean[+]	Medium mean[+]	Low mean[+]	F	df	p
	3.40 (120)	3.10 (35)	3.33 (9)	3.87	2,161	0.02**

[+] Number of subjects given in parentheses below the corresponding mean.

** A Scheffe pairwise comparison of the group means found the high and middle groups to differ significantly.

The results from the statistical comparisons of the mean responses given to each subdivision of the science curriculum content by science teachers that rated the importance of Factor V (development of thinking abilities) as either high, medium, or low are reported in Table 275.

Table 275: Science teacher response to science curriculum content items as a function of their attitude toward Factor V - development of thinking abilities

	Type of Response					
Content	High mean[+]	Medium mean[+]	Low mean[+]	F	df	p
General items	3.83 (119)	3.57 (13)	2.86 (3)	5.58	2,132	$< 0.01^{***'}$
Concepts:						
Grade 1	3.96 (116)	3.46 (13)	2.42 (3)	12.66	2,129	$< 0.01^{*'}$
Grade 2	4.06 (113)	3.90 (13)	2.35 (3)	10.88	2,126	$< 0.01^{****'}$
Grade 3	4.09 (113)	3.83 (12)	3.17 (2)	2.97	2,124	0.06
Grade 1 - 3	4.05 (120)	3.79 (13)	2.37 (3)	13.35	2,133	$< 0.01^{****'}$
Suitability:						
Grade 1	3.96 (116)	3.98 (13)	2.92 (3)	3.02	2,129	$0.05^{'}$
Grade 2	4.41 (111)	4.34 (13)	2.60 (3)	7.29	2,124	$< 0.01^{****'}$
Grade 3	4.25 (112)	4.24 (12)	2.18 (2)	8.56	2,123	$< 0.01^{****'}$
Grade 1 - 3	4.17 (118)	4.20 (13)	2.35 (3)	12.04	2,131	$< 0.01^{****'}$
All science items	3.99 (120)	3.79 (13)	2.61 (3)	12.43	2,133	$< 0.01^{****'}$

[+] Number of subjects given in parentheses below the corresponding mean.

A Scheffe pairwise comparison of the group means found: ***' the high and low groups differed significantly, however, the number of subjects in the low group is too small to draw any reliable conclusion; *' all three groups differed significantly, however, the number of subjects in the low group is too small to draw a reliable conclusion about this group; ****' the high and middle groups differed significantly from the low group, however, the number of subjects in the low group is two small to draw any reliable conclusions; ' no two groups differed significantly.

By one-way ANOVA, statistically significant differences in the response given by science teachers, as a function of their response to Factor V, were found in the analysis of each subdivision of the science currriculum except 3rd grade concepts (see Table 275 for F values). However, the subsequent Scheffe probes found, in all but one analysis, that the significant differences were either (a) non-specific or (b) compromised by the small number of respondents in the low response group. In exception, the result of the Scheffe probe of the analysis of the 1st-grade concepts, yielded a significant and reliable difference. In this analysis, differences in response were found between teachers that rated the importance of developing thinking skills as either high or medium. As was typically the case, those science teachers that strongly supported (high-response group mean = 3.96) Factor V reported significantly greater satisfaction with the 1st-grade concepts than science teachers that only moderately supported (medium-response group mean = 3.56) Factor V.

The results from the statistical comparisons of the mean responses given to each subdivision of the social studies curriculum content by social studies teachers that rated the importance of Factor V (development of thinking abilities) as either high, medium, or low are reported in Table 276.

Statistically significant differences in the response to each subdivision of the social studies curriculum were found between social studies teachers that differed in thier attitude toward the importance of Factor V (see Table 276 for F values). The post hoc Scheffe probes found, in all but one analysis, the significant difference was between the

Table 276: Social studies teacher response to Social studies curriculum content items as a function of their attitude toward Factor V - development of thinking abilities

Content	Type of Response High mean†	 Medium mean†	 Low mean†	F	df	p
General items	3.88 (117)	3.51 (24)	3.43 (4)	6.28	2,142	$< 0.01^{**}$
General Geography	3.70 (117)	3.33 (24)	4.01 (4)	3.26	2,142	0.04^{*}
Geography:						
Grade 1	4.24 (117)	3.63 (24)	3.85 (4)	10.89	2,142	$< 0.01^{**}$
Grade 2	4.23 (116)	3.80 (24)	4.04 (4)	5.46	2,141	$< 0.01^{**}$
Grade 3	4.19 (114)	3.94 (23)	3.64 (4)	3.02	2,138	0.05^{*}
Grade 1 - 3	4.05 (117)	3.61 (24)	3.88 (4)	7.04	2,142	$< 0.01^{**}$
History	4.32 (117)	3.85 (24)	3.74 (4)	5.80	2,142	$< 0.01^{**}$
Civics	4.46 (117)	4.01 (24)	3.80 (4)	7.45	2,142	$< 0.01^{**}$
All Social studies items	4.05 (117)	3.63 (24)	3.68 (4)	8.34	2,142	$< 0.01^{**}$

† Number of subjects given in parentheses below the corresponding mean.

A Scheffe pairwise comparison of the group means found: ** the high and middle groups differed significantly; * no two groups differed significantly.

response given by social studies teachers that strongly supported (high response) the development of thinking abilities and social studies teachers that moderately supported (medium response) the development of thinking abilities. In the analysis of 3rd-grade geography concepts, the Scheffe probe was not able to isolate any specific group differences.

The result from the comparison of the mean responses to English language curriculum content items by English language teachers that rated the importance of Factor V (development of thinking abilities) as either high, medium, or low is reported in Table 277.

Table 277: English language teacher response to english language curriculum content items as a function of their attitude toward Factor V - development of thinking abilities

Subject Taught	Type of Response High mean[+]	 Medium mean[+]	 Low mean[+]	F	df	p
	3.46 (93)	3.46 (64)	3.11 (6)	1.42	2,160	0.25

[+] Number of subjects given in parentheses below the corresponding mean.

No statisically significant differences in the response to English language curriculum items was found between English language teachers that reported either high, medium or low levels of support for Factor V (development of thinking abilities) [F(2,160) = 1.42, p = 0.25].

3. Parametric Analysis Of Academic Positions

Differences in the response given by teachers and supervisors to the curriculum content items in area of specialization are reported below by subject matter area taught. In these analyses, both teachers and supervisors were grouped by the area of curriculum content in which they were specialized. Supervisors, in this case, were identified as specialized in a specific subject matter area if they had teaching experience and/or specialized training in a particular subject matter area prior to or during their term as supervisor.

No statistically significant differences in response to curriculum content items were found between teachers and supervisors in Islamic education (Table 278), Arabic language (Table 279), or mathematics (Table 280).

Table 278: Differences in the response given by teachers and supervisors, specialized in islamic education, to islamic education curriculum content items

	Position				
	Teacher mean+	Supervisor mean+	t	df	p
	3.93 (140)	3.89 (21)	0.30	159	0.77

+ Number of subjects reported in parentheses below the mean.

Table 279: Differences in the response given by teachers and supervisors, specialized in arabic language, to arabic language curriculum content items

	Position				
Content	Teacher mean+	Supervisor mean+	t	df	p
General items	3.83 (189)	3.93 (15)	-0.72	202	0.48
Grade 1:					
Reading book	3.90 (176)	3.81 (15)	0.48	189	0.63
Language book	3.74 (176)	3.87 (15)	-0.62	189	0.53
All items	3.84 (177)	3.84 (15)	0.01	190	1.00
Grade 2:					
Reading book	3.76 (174)	3.82 (15)	-0.36	187	0.72
Language book	3.60 (172)	3.83 (15)	-1.07	185	0.29
All items	3.70 (174)	3.82 (15)	-0.73	187	0.47
Grade 3:					
Reading book	3.83 (166)	3.86 (15)	-0.17	179	0.87
Language book	3.80 (166)	3.85 (15)	-0.24	179	0.81
All items	3.81 (167)	3.85 (15)	-0.22	180	0.82
All Arabic language items combined	3.81 (189)	3.86 (15)	-0.29	202	0.77

+ Number of subjects reported in parentheses below the mean.

Table 280: Differences in the response given by teachers and supervisors, specialized in mathematics, to mathematics curriculum content items

	Position				
	Teacher mean+	Supervisor mean+	t	df	p
	3.33 (164)	3.42 (13)	-0.54	175	0.59

+ Number of subjects reported in parentheses below the mean.

The results from the statistical comparisons of the mean responses given to each subdivision of the science curriculum content by teachers and supervisors specialized in science are reported in Table 281, and reveal only one statistically significant difference [general science curriculum content - $t(148) = 2.71$, $p < 0.01$]. In this analysis, science teachers (mean = 3.78) reported significantly greater satisfaction with the items in the general science curriculum content subdivision than supervisors (mean = 3.34) that are specialized in science.

Table 281: Differences in the response given by teachers and supervisors, specialized in science, to science curriculum content items

Content	Position		t	df	p
	Teacher mean+	Supervisor mean+			
General	3.78 (137)	3.34 (13)	2.71	148	< 0.01*
Concepts:					
Grade 1	3.87 (134)	3.91 (13)	-0.22	145	0.83
Grade 2	4.00 (131)	3.87 (13)	0.65	142	0.52
Grade 3	4.05 (129)	3.77 (13)	1.48	140	0.14
Grades 1 - 3	3.99 (138)	3.84 (13)	0.81	149	0.42
Suitability:					
Grade 1	3.93 (134)	3.92 (13)	0.04	145	0.97
Grade 2	4.35 (129)	4.20 (13)	0.60	140	0.55
Grade 3	4.20 (128)	3.99 (13)	0.92	139	0.36
Grades 1 - 3	4.12 (136)	4.01 (13)	0.56	147	0.58
All Science items	3.94 (138)	3.70 (13)	1.52	149	0.13

+ Number of subjects reported in parentheses below the mean.
* Significant difference

The results from the statistical comparisons of the mean responses given to each subdivision of the social studies curriculum content by teachers and supervisors specialized in social studies are reported in Table 282, and reveal only one statistically significant difference [grade-3 geography -t(153) = 2.59, p < 0.01]. In this analysis, social studies teachers (mean = 4.14) reported significantly greater satisfaction with the 3rd grade geography items than supervisors (mean = 3.67) specialized in social studies.

Table 282: Differences in the response given by teachers and supervisors, specialized in social studies, to social studies curriculum content items

	Position				
	Teacher mean+	Supervisor mean+	t	df	p
General items	3.81 (145)	3.71 (14)	0.63	157	0.53
General geography	3.65 (145)	3.50 (14)	0.74	157	0.46
Geography:					
Grade 1	4.13 (145)	3.89 (14)	1.35	157	0.18
Grade 2	4.16 (144)	4.00 (14)	0.88	156	0.38
Grade 3	4.14 (141)	3.67 (14)	2.59	153	0.01*
Grades 1 - 3	3.97 (145)	3.75 (14)	1.45	157	0.15
History	4.22 (145)	4.16 (12)	0.33	155	0.74
Civics education	4.36 (145)	4.40 (13)	-0.25	156	0.80
All social studies items	3.97 (145)	3.86 (14)	0.79	157	0.43

+ Number of subjects reported in parentheses below the mean.
* Significant differences

Finally, a statistically significant difference was found in the analysis of English language teacher and supervisor response to English language curriculum content items [t(177) = 2.32, p = 0.02]. English language teachers (mean = 3.44) reported significantly greater satisfaction with the English language curriculum content than supervisors (mean = 3.15) specialized in English language (Table 283).

Table 283: Differences in the response given by teachers and supervisors, specialized in english language, to english language curriculum content items

Position Teacher mean⁺	 Supervisor mean⁺	t	df	p
3.44 (163)	3.15 (16)	2.32	177	0.02*

⁺ Number of subjects reported in parentheses below the mean.
* Significant difference

Chapter 6

SUMMARY AND RECOMMENDATIONS

The analysis of the research questionnaire, in whole, provided a comprehensive set of data with which to assess the teacher's, supervisor's, and/or administrator's attitude toward each of the following:

a. the Omani educational objectives and philosophy

b. the process and practice of classroom activities

c. human and physical resources, textbook, and teacher's manual

d. the process of curriculum development

e. curriculum content specific to each subject matter area

In Chapter 5, teacher, supervisor, and administrator responses to the questionnaire items, clustered by the type of information assessed, were examined in an item-by-item descriptive analysis, by parametric statistical analyses of differences between personnel groups, and by parametric statistical analyses of differences within personnel groups as a function of their demographic background, academic background, or attitude toward the five educational factors. Responses to each factor indicated the degree of support respondents had for the concepts within the factors, as indicated by underlining, when two descriptive alternatives are not present, held to be positive.

The five educational factors are as follows:

Factor I.	The role of the curriculum content and practice in developing the various components of the student's personality (holistic versus single components).
Factor II.	The type of management policy in the classroom (democratic versus authoritarian) and the degree of freedom for the teacher in choosing his/her own approaches.
Factor III.	The emphasis of the curriculum centered on the student.
Factor IV.	Relating the curriculum to everyday life and the students' social and cultural heritage.
Factor V.	The importance of developing the students' thinking abilities.

The percent and mean response to each item is given in Appendix B (Part II of this report) by personnel group and type of information assessed (e.g., Omani educational objectives, etc.). These percent and mean response data are the basis of the item-by-item descriptive analysis.

Each respondent's demographic and academic background was identified from the respondent's response to items in Part I Section A: Demographic Information. Each respondent's attitude toward the five educational factors was identified by calculating mean response given by each respondent to groups of items found in Part I Section B Opinion Survey of the questionnaire. These factors, listed above by topic, represent educational issues incorporated into the Omani educational curriculum at its development. Responses to questionnaire items assessing each of these factors were qualified as either high, medium, or low thereby indicating the respondent's level of support for the issue described by the factor.

This chapter presents interpretations of the results described in Chapter 5 and provides recommendations as they are warranted. A summary of the recommendations is provided at the end of this chapter for easy reference along with a list identifying variables affected by the recommendations. Differences in the type of response given between and among personnel groups (teachers, supervisors, and administrators) as a function of each independent variable are presented below by sections. Each section assesses the influence of these variables on a particular curriculum topic (educational objectives, process and practice of classroom activities, resources, curriculum development, or curriculum content). First, differences between teachers, supervisors, and/or administrators are discussed. Second, the significant results obtained from the statistical comparison of each demographic and academic background variable on teacher, supervisor, and/or administrator response to each curriculum topic are summarized and then discussed in terms of each personnel group or, in the case of teachers, subgroup. Third, the significant results obtained from the statistical comparison of the relationship between teacher, supervisor, and/or administrator response to the attitudinal factors and their response to other curriculum topics are summarized and then discussed by each personnel group, or subgroup.

I. THEORY: SUPPORT FOR OMANI EDUCATIONAL OBJECTIVES

Teachers, supervisors, and administrators each gave a statistically different response to the items on Omani educational objectives, such that administrators (mean = 4.04) reported the greatest degree of agreement and supervisors the least (mean = 3.71). The mean response given by teachers (mean = 3.88) fell between, and statistically different from, the mean responses given by administrators and supervisors. Qualitatively, all three groups agreed with the Omani educational objectives; however, the degree of agreement increased slightly from supervisor to teacher to administrator.

A. Support for Omani Educational Objectives as a Function of Demographic and Academic Background Variables by Each Variable

Teacher, supervisor, and administrator response to the theory items were assessed in light of the demographic and academic background of these personnel groups. Overall, the degree of agreement with the Omani educational objectives differed as a function of the demographic and/or academic background among teachers and supervisors only.

The significant results obtained from the analyses of subject response to theory items as a function of the demographic and academic background variables are summarized below by each variable.

Gender

Gender influenced the response given to theory items among mathematics teachers only. Male and female mathematics teachers differed statistically in the degree of agreement they had with the Omani educational objectives, such that male mathematics teachers (mean = 3.53) reported slight, but significantly less, agreement with the Omani educational objectives than female mathematics teachers (mean = 3.77).

Nationality

Nationality influenced the response given to theory items among Arabic language teachers only. In this case, Omani Arabic language teachers (mean = 3.67) reported less agreement with the Omani educational objectives than non-Omani Arabic language teachers (mean = 4.04).

District of Employment

Statistically significant differences as a function of district of employment were found among Arabic language teachers, mathematics teachers, science teachers, and English language teachers. However, upon additional analysis (Scheffe pairwise comparison of the group means) only English language teachers were found to differ statistically in a specific and systematic way.

The response given to theory items by English language teachers from Janoubiyah (mean = 3.03) differed significantly from the responses given to these items by English language teachers from all other districts (means ranging from 3.64 for the Capital district to 4.21 for Musandam). Qualitatively, the mean response given to theory items by English language teachers from Janoubiyah indicates that they neither agreed nor disagreed with the Omani educational objectives; however, the mean response given to theory items by English language teachers from other districts indicates general agreement with these educational objectives.

Teaching Experience

Teaching experience statistically differentiated the response given to theory items by supervisors and English language teachers. Further analysis, however, revealed specific differences among supervisors only. The response given to theory items by supervisors who had 7 to 10 years of teaching experience (mean = 3.23) differed significantly from supervisors who had less than 7 years, or more than 10 years of teaching experience (means ranging from 3.75 to 3.86). Qualitatively, supervisors who have taught 7 to 10 years agreed less strongly with the Omani educational objectives than supervisors who have taught less than 7 years or more than 10 years.

Academic Preparation

Academic preparation did not differentiate the response given to theory items by administrators, supervisors, Islamic education teachers, Arabic language teachers, science teachers, or English language teachers. Moreover, although statistically significant differences were obtained in the mathematics teacher and social studies teacher analyses, no specific or systematic group differences were found by the subsequent Scheffe probes.

In-Service Training

The amount of in-service training received by the Arabic language teacher statistically differentiated the response given to theory items. The post-hoc Scheffe pairwise comparison of the group means revealed a complex pattern of group differences. First, Arabic language teachers who had no in-service training (mean = 4.01), less than 1 month of in-service training (mean = 4.15), or 4 to 12 months of in-service training (mean = 4.52) differed significantly from teachers who had 1 to 2 years of in-service training (mean = 3.10). Second, Arabic language teachers with 4 to 12 months of in-service training also differed significantly from teachers who had 1 to 3 months of in-service training (mean = 3.60). Qualitatively, Arabic language teachers who had no in-service training, less than 1 month of in-service training, or 4 to 12 months of in-service training clearly agreed and even strongly agreed with the Omani educational objectives; however, Arabic language teachers who had 1 to 3 months or 1 to 2 years of in-service training gave only weak support to these educational objectives.

Location of In-Service Training

Science teachers were the only subject group whose response to the theory items was influenced by the location of in-service training. Those science teachers trained outside of Oman (mean = 3.94) reported greater agreement with the Omani educational objectives than those science teachers trained inside of Oman (mean = 3.65).

Workshop Attendance

Workshop attendance did not differentiate the response given to theory items by any personnel group.

B. Support for Omani Educational Objectives as a Function of Demographic and Academic Background Variables by Each Personnel Group

The impact of demographic and academic background on the response given to theory items by each personnel group is summarized below.

Islamic Education Teachers

Islamic education teacher response to theory items was not influenced by differences in the demographic or academic background of the Islamic education teacher.

Arabic Language Teachers

Arabic language teacher response to theory items was influenced by several variables, most notably nationality and the amount of in-service training.

Among Arabic language teachers, those of non-Omani nationality strongly agreed with the Omani educational objectives, while those of Omani nationality only moderately agreed. A difference in attitude toward the Omani educational objectives between Omani and non-Omani nationals may simply reflect the youth of the Omani educational system. Non-Omani teachers may be benefiting from a longer "history" of educational ideology and philosophy within their respective countries thus providing them with educational theory throughout their own academic development. In contrast, the expectations of the Omani Arabic language teacher may not have yet adapted to the more recently developed educational objectives and philosophy in Oman. Differences in attitude toward the educational objectives as a function of nationality are limited to the Arabic language teacher case. This suggests that adequate education on the Omani educational objectives among this group is lacking. This is not surprising in light of the current structure of the in-service training and workshop programs which focus heavily on the subject matter content at the expense, perhaps, of educational theory.

To address this problem it is recommended that: a) in the immediate future, Arabic language teachers receive *training through an in-service training program on the Omani educational objectives in addition to the current instruction that they receive on subject-matter content; and b) on a more permanent basis this problem should be remedied by pre-service training of Omani Arabic language teachers on the Omani educational objectives at the junior colleges for teacher training as well as by the College of Education in Sultan Qaboos University.* If implemented, the second part of this recommendation, in the long run, will eliminate the need to use in-service training time toward the educational needs of a subpopulation of the Arabic language teachers. This is especially true given that the Omani Arabic language teachers are only a small subpopulation.

The influence of in-service training on Arabic language teacher response to theory items is complex. Any interpretation must account for two seemingly incongruous results. First, Arabic language teachers who had 1 to 3 months or 1 to 2 years of in-service training do not generally agree while Arabic language teachers who had 4 to 12 months of in-service training strongly agree with the Omani educational objectives. Statistically, the former two groups differed from the latter group. Second, Arabic language teachers who had no in-service training or less than 1 month of in-service training agree with the Omani educational objectives and statistically, *do not* differ from Arabic language teachers who had 4 to 12 months of in-service training. The interpretation of the first difference may be taken to indicate that there is an optimal level of in-service training (4 to 12 months). Arabic language teachers who had 4 to 12 months of in-service training strongly agree with the Omani educational objectives, while Arabic language teachers who had 1 to 3 months or 1 to 2 years of in-service training do not agree or weakly agree with the Omani educational objectives. However, Arabic language teachers who had no in-service training do not differ statistically from Arabic language teachers who had 4 to 12 months of in-service training. This second difference, or lack thereof, suggests that the in-service instruction on Omani educational objectives does not completely account for the positive response given by Arabic language teachers who had 4 to 12 months of in-service training.

The most parsimonious explanation of this pattern of results may lie in the unique situation of Arabic language teachers who attended 1 to 2 years of in-service training. If one considers that Arabic language teachers who attend 1 to 2 years of in-service training do so in place of a formal education in teaching, then these results suggest that a specific need has developed among a specific population of Arabic language teachers; furthermore, this is not necessarily related to the in-service training program itself. The design of the in-service training program is such that the emphasis, as mentioned previously, is on the subject-matter content in Arabic language rather than on education theory. To this end, teachers who receive no training (pre-service), other than that of in-service training, might not be adequately exposed to the Omani educational objectives. The data support this conclusion in two ways. First, Arabic language teachers who had attended 1 to 2 years of in-service training gave a rather neutral response to the Omani educational objectives, not identifying with them or against them. Second, in-service training time overall did not modify the Arabic langauge teachers' attitude toward the Omani educational objectives. Those Arabic language teachers who had no in-service training were similar to those who had 4 to 12 months of in-service training.

The positive range of responses given by Arabic language teachers across all levels of in-service training time, except 1 to 2 years, argues that there is not a need to restructure the in-service training program in order to instill the Omani educational objectives. Instead, it is suggested that the in-service training program is not the appropriate vehicle with which to educate those teachers who have not had a formal education in teaching. However, as an immediate means to an end, instruction on the Omani educational objectives within the in-service training program is recommended.

Mathematics Teachers

Male mathematics teachers do not agree with the Omani educational objectives as strongly as female mathematics teachers. However, the difference here is small; and qualitatively, both genders find agreement with the Omani educational objectives. No other demographic or academic background variable differentiates the response given to theory items by mathematics teachers.

Science Teachers

Science teacher response to theory items differs significantly by the location where science teachers received their in-service training. In this case, greater agreement with the theory items is found among science teachers trained outside of Oman. This suggests that training of science teachers within Oman may not adequately identify and/or explain the Omani educational objectives. It is recommended that the stucture of the science in-service training program in Oman be evaluated based on these results.

Social Studies Teachers

Social studies teacher response, like Islamic education teacher response, is not systematically influenced by differences in the demographic or academic background of the social studies teacher.

English Language Teachers

Among English language teachers, differences in the level of agreement with the Omani educational objectives were found only as a function of the English language teacher's district of employment, and overall, were isolated to a discrepancy within one group. English language teachers from Janoubiyah reported less agreement with the Omani educational objectives than English language teachers from any other district. Qualitatively, English language teachers from all districts, with the exception of Janoubiyah, agreed with the Omani educational objectives. English language teachers from Janoubiyah reported neither agreement nor disagreement. The qualitative differences in these analyses are quite large and consequently, it is recommended that additional investigation into the organization of English language teachers and their supervision and administrative support within the District of Janoubiyah be conducted.

Supervisors

Supervisor response to theory items was influenced by the number of years of teaching experience; in that, supervisors who had 7 to 10 years of teaching experience agreed less with the Omani educational objectives than supervisors who had less than 7 years or more than 10 years of teaching experience. No other demographic or academic variables influenced supervisor response to theory items.

Administrators

Administrator response to theory items was not influenced by differences in their demographic or academic background.

One demographic variable, district of employment, seemed to have some global influence among all teacher groups, except Islamic education teachers. The influence of this variable on the response given to theory items was generally non-specific thus failing to identify differences between specific districts in most analyses. However, this consistent pattern of significance, although not specific, suggests that some characteristic, perhaps another variable highly correlated with district of employment, affected teacher response to theory items. In as much as the administration at the level of the Ministry of Education is designed to provide equal resources and educational opportunities across the districts, it is recommended that additional investigation within the administration of each district be conducted in order to identify the source of differences between districts (e.g., management, supervisory support, community leadership, etc.).

C. Personnel Support for the Omani Educational Objectives as a Function of the Support for each Educational Factor

It was expected that a strong positive relationship would be found between the respondents' attitude toward each factor and their response to each portion of the questionnaire. The premise on which this expectation is based is found within the character of the new Omani curriculum itself. The five concepts, one assessed by each factor, represent the foundation on which the designers developed the new curriculum. These concepts embody the goals of the Omani educational curriluclum, and, as such, should be unmistakably evident in every application of the new Omani curriculum. Because the development of attitudes is intricately related to the whole development of the individual, variability in the respondents' attitude toward a specific factor was expected and found. By assessing the relationship between the respondents' attitudes and their responses to different aspects of the curriculum, it was possible to determine the fundamental strength of each factor in each aspect of the curriculum. Thus, if a factor is well represented in the curriculum, respondents who strongly supported it (showed a positive attitude) should have the most positive response to the curriluclum and respondents who do not support it (showed a negative attitude) should have the least positive response to the curriculum. Therefore, a strong positive relationship should reflect the successful implementation of a factor and the concept it defines within the new Omani curriculum.

In the results presented below and in all subsequent discussion of the factor data, a strong postive relationship between a factor and one aspect of the curriculum is taken as support of the successful implementation of the concept in that aspect of the currlulum. In those cases in which a negative relationship or a neutral relationship was found between a factor and one aspect of the curriculum, the results are taken to indicate possible failure in the implementation of the concept in that aspect of the curriculum.

The results obtained from the comparisons of the respondents' attutide to each factor and their responses to the Omani educational objectives are presented below.

1. Factor I (The Role of the Curriculum Content and Practice in Developing the Various Components of the Student's Personality [Holistic versus Single Component])

A positive relationship was found between this factor and the response given to theory items by every personnel group except administrators and science teachers. Thus, the level of support for the holistic development of the student's personality (Factor 1) reflected the level of agreement given to the Omani educational objectives by supervisors, Islamic education teachers, Arabic language teachers, mathematics teachers, social studies teachers, and English language teachers.

Among administrators and science teachers no relationship was found between the level of support they gave to a holistic education and the degree of agreement they had with the Omani educational objectives.

2. Factor II (The type of Management Policy in the Classroom [Democratic versus Authoritarian] and the Degree of Freedom for the Teacher in Choosing His/Her Own Approaches)

A positive relationship was found between this factor and the response given to theory items by every personnel group except supervisors and Islamic education teachers. Thus, the level of support given to a democratic classroom management policy (Factor II) reflected the level of agreement given to the Omani educational objectives by administrators, Arabic language teachers, mathematics teachers, science teachers, social studies teachers, and English language teachers.

Among supervisors and Islamic education teachers no relationship was found between the level of support they gave to a democratic classroom management policy and the degree of agreement they had with the Omani educational objectives.

3. Factor III (The Emphasis of the Curriculum Centered on the Student)

A positive relationship was found between this factor and the response given to theory items by Arabic language teachers, mathematics teachers, English language teachers, supervisors, and administrators. Among these personnel groups, the extent to which they supported a student-centered curriculum (Factor III) reflected the level of agreement that they gave to the Omani educational objectives.

Among the Islamic education teachers, science teachers, and social studies teachers no relationship was found between the level of support that they gave to a student-centered curriculum and the degree of agreement that they had with the Omani educational objectives.

4. Factor IV (Relating the Curriculum to Everyday Life and the Students' Social and Cultural Heritage)

A positive relationship was found between this factor and the response given to theory items by every personnel group except Islamic education teachers and science teachers. Thus, the level of importance placed on relating the curriculum to the students' everyday life, cultural life, and heritage (Factor IV) reflected the level of agreement given to the Omani educational objectives by administrators, supervisors, Arabic language teachers, mathematics teachers, social studies teachers, and English language teachers.

Among the Islamic education teachers and science teachers no relationship was found between the level of support that they gave to Factor IV and the degree of agreement they had with the Omani educational objectives.

5. Factor V (The Importance of Developing the Students' Thinking Abilities)

A positive relationship was found between this factor and the response given to theory items by every personnel group except supervisors, science teachers, and English language teachers. Thus, the level of support given to the development of the students' thinking abilities (Factor V) reflected the level of agreement given to the Omani educational objectives by administrators, Islamic education teachers, Arabic language teachers, mathematics teachers, and social studies teachers. A similar pattern of results was obtained in the analysis of the English language teachers; however, the difference in this case fell between English language teachers who weakly supported Factor V and all other English language teachers (including those who moderately or highly supported Factor V).

Among supervisors and science teachers no relationship was found between the level of importance they gave to the development of thinking abilities and the degree of agreement they had with the Omani educational objectives.

In no case was a negative relationship found between the level of support given to a particular factor and the subsequent level of agreement with the Omani educational objectives. All statistically significant relationships found the respondents' attitude toward the factor to predict the level of agreement that they had with the Omani educational objectives. Since a positive level of support for the factors is in keeping with the main emphasis of the Omani curriculum, the latter relationships are expected and preferred as they suggest that the current educational objectives have achieved the desired outcome in the Omani educational system.

Those cases in which no relationship between the factor and theory items was found to be present represent a departure from the expected outcome. This type of result suggests that the concept defined in a particular factor is not well represented in the conceptual development and application of the Omani educational objectives as applied to the specific personnel groups under consideration. In these cases, it is recommended that additional emphasis be placed on the importance of the relationship between the educational factors and the theory items during in-service training.

II. PROCESS AND PRACTICE OF EDUCATION IN THE CLASSROOM: PERSONNEL SUPPORT FOR METHODS OF INSTRUCTION AND STUDENT ASSESSMENT TECHNIQUES

The mean responses given to the process and practice items by teachers, supervisors, and administrators were qualitatively similar. All three groups reported "near frequent" satisfaction with the methods of instruction and student assessment techniques practiced in Oman. However, statistically supervisor response (mean = 3.57) differed from administrator (mean = 3.81) and teacher (mean = 3.74) response. So, although all three personnel groups indicated satisfaction with the classroom activities, supervisors consistently showed less satisfaction than administrators and teachers.

A. Personnel Response to Process and Practice Items as a Function of Demographic and Academic Background Variables by Each Variable

As in the analyses of the theory items, the responses given to process and practice items by the teachers of each subject matter area, supervisors, and administrators were assessed in light of differences in their demographic or academic background. Overall, differences in the degree of support given to the methods of instruction and student assessment techniques were found as a function of the demographic and/or academic background of teachers only. The significant differences are summarized below by each variable.

Gender

Gender did *not* influence teacher (from any subject matter area) supervisor, or administrator satisfaction with the methods of instruction and student assessment techniques used in Oman.

Nationality

Nationality did *not* influence teacher (from any subject matter area), supervisor, or administrator satisfaction with the methods of instruction and student assessment techniques used in Oman.

District of Employment

The response given to process and practice items by supervisors and teachers of all subject matter areas, except Islamic education, differed statistically as a function of the respondents' district of employment. The pattern of specific differences is as follows:

a. *Arabic Language Teachers:* Arabic language teachers from *Wousta* (mean = 4.24) reported *greater satisfaction* with the methods of instruction and student assessment techniques *than* Arabic language teachers from *Dakhilyah* (mean = 3.45) and *Sharqiyah* (mean = 3.55). The mean response given to these items by Arabic language teachers from all other districts fell intermediate to those of Dakhilyah and Wousta.

b. *Mathematics Teachers:* Mathematics teachers from *Dhahirah* (mean = 2.91) reported *less satisfaction* with the methods of instruction and student assessment techniques *than* teachers from *Sharqiyah* (mean = 3.90), *Dakhilyah* (mean = 3.70), *Wousta* (mean = 3.70), *Batinah* (mean = 3.67), and the *Capital district* (mean = 3.62). The mean responses given by mathematics teachers from all other districts fell intermediate to those of Dhahirah and the Capital district.

c. *Science Teachers:* Upon further analysis (Scheffe probe), no specific or systematic differences were found between science teachers from each district.

d. *Social Studies Teachers:* Social studies teachers from *Janoubiyah* (mean = 3.45) reported *less satisfaction* with the methods of instruction and student assessment techniques *than* teachers from *Roustaq* (mean = 4.03). The response given by all other teachers fell intermediate to, but not different from, Janoubiyah and Roustaq.

e. *English Language Teacher:* English language teachers from *Janoubiyah* (mean = 2.53) reported *less satisfaction* with the methods of instruction and student assessment techniques *than* teachers from *all other districts* (means ranged from 3.41 for Roustaq to 3.85 for Musandam) _except Dhahirah_ (mean = 3.29).

f. _Supervisors:_ Upon further analysis, _no_ specific or systematic differences were found between supervisors from each district.

Additional discussion regarding district of employment is provided at the end of this subsection.

Teaching Experience

Teaching experience did _not_ in a systematic way influence teacher (from any subject matter area), supervisor, or administrator satisfaction with the process and practice of classroom activities in Oman.

Academic Preparation

Academic preparation did _not_ influence teacher (from any subject matter area), supervisor, or administrator satisfaction with the process and practice of classroom activities in Oman.

In-Service Training

In-service training did _not_ influence teacher (from any subject matter area), supervisor, or administrator satisfaction with the process and practice of classroom activities in Oman.

Location of In-Service Training

Location of in-service training did _not_ influence teacher (from any subject mattter area), supervisor, or administrator satisfaction with the process and practice of classroom activities in Oman.

Workshop Attendance

A significant effect of workshop attendance was found only among social studies teachers and English language teachers.

Among social studies teachers, those who had attended more than 3 workshops (mean = 3.92) reported greater satisfaction with the methods of instruction and student assessment techniques than those who had attended no workshops (mean = 3.44). The mean response given by social studies teachers who had attended 1 (mean = 3.76), 2 (mean = 3.72), or 3 (mean = 3.72) workshops fell intermediate to the mean responses given by social studies teachers who had attended more that 3 workshops or no workshops.

Among English language teachers, those who had attended no workshops (mean = 3.77) reported greater satisfaction with the methods of instruction and student assessment techniques than those who had attended more than 3 workshops (mean = 3.38). The mean response given by English language teachers who had attended either 1 (mean = 3.63), 2 (mean = 3.47), or 3 (mean = 3.62) workshops fell intermediate to the mean responses given by English language teachers who attended more than three workshops or no workshops.

B. Personnel Response to Process and Practice Items as a Function of the Demographic and Academic Variables by Each Personnel Group

The impact of the demographic and academic background variables on the responses given to items on the practice and process of classroom activities is summarized below by the type of personnel group assessed.

Islamic Education Teachers

Islamic education teacher response to the process and practice of classroom activity items was not influenced by the demographic or academic background of the Islamic education teacher.

Arabic Language Teachers

Arabic language teacher response to the process and practice of classroom activity items was influenced only by the Arabic language teacher's district of employment. In this case, Arabic language teachers from Wousta reported greater satisfaction with the methods of instruction and student assessment techniques than Arabic language teachers from Dakhilyah or Sharqiyah. The quantitative and qualitative differences in response to classroom activity items between Arabic language teachers from each district was small (means ranging from 4.24 in the district of Wousta to 3.45 in the district of Dakhilyah). Statistical significance was evident in only the extreme cases. These small variations in the level of satisfaction with the prescribed methods of instruction and student assessment techniques are a likely corollary to differences in the structure and/or management of each district. It is recommended that workshops on the appropriate use and outcome of the prescribed methods of instruction and student assessment techniques be developed and conducted in those districts (Dakhilyah and Sharqiyah) where the response to these questionnaire items was weak.

Mathematics Teachers

Mathematics teacher response to items on the process and practice of classroom activities was influenced only by the mathematics teacher's district of employment. In this case, mathematics teachers from Dhahirah reported less satisfaction with the methods of instruction and student assessment techniques than teachers from Sharqiyah, Dakhilyah, Wousta, Batinah, or the Capital district. The response given by mathematics teachers from all other districts fell intermediate to the responses given by mathematics teachers from Dhahirah and the Capital district. Like Arabic Language teachers, the quantitative differences were small. However, the qualitative meaning of these responses differed greatly. While mathematics teachers from Dhahirah reported that they "seldom" to "sometimes" agreed with or were satisfied with the methods of instruction and student assessment techniques, mathematics teachers from the Capital district, Dakhilyah, Wousta, and Batinah reported "sometimes" to "frequent" agreement/satisfaction. To rectify these differences, workshops should be developed and conducted to address the theoretical and practical importance of the prescribed classroom activities. Inasmuch as the need for these workshops across districts is variable, the design and emphasis of the workshops should vary district by district according to the extent of change required.

Science Teachers

Science teacher response to the process and practice of classroom activity items was not influenced by differences in the demographic or academic background of the science teachers.

Social Studies Teachers

Social studies teacher response to classroom activity items was influenced by both the social studies teacher's district of employment and workshop attendance.

Statistically significant differences in response to methods of instruction and student assessment techniques were found among social studies teachers, such that those from Janoubiyah reported less satisfaction with the methods of instruction and student assessment techniques than those from Roustaq. The quantitative and qualitative differences in response to classroom activity items between social studies teachers from different districts was small (means ranging from 3.45 in the district of Janoubiyah to 4.03 in the district of Roustaq). Statistical significance was evident in only the extreme cases. These small variations in the level of satisfaction with the prescribed methods of instruction and student assessment techniques most likely resulted from small differences in the structure and/or management of each district. *It is recommended that workshops on the appropriate use and outcome of the prescribed methods of instruction and student assessment techniques be developed and conducted in those districts where the response to these questionnaire items was weak.*

Differences in response to classroom activity items among social studies teachers as a function of workshop attendance supports the use of workshops in the Omani curriculum to inform and instruct social studies teachers on the application and outcome of the prescribed classroom activities. In this case, *social studies teachers who had attended more then 3 workshops reported greater satisfaction with the methods of instruction and student assessment techniques than social studies teachers who had attended no workshops.* This pattern of results suggests that as social studies teachers attended more workshops, they developed a greater satisfaction with the methods of instruction and student assessment techniques. Perhaps, an understanding of the methods of instruction and student assessment techniques had been increased by workshop attendance. *Attendance of more than 3 workshops is highly recommended since it provided the significant gain.*

English Language Teachers

English language teacher response to classroom activity items was influenced by both the English language teacher's district of employment and workshop attendance.

Differences in response to classroom activity items among English language teachers from different districts was isolated, in this case, to those teachers from Janoubiyah. The teachers from Janoubiyah reported far less satisfaction with the methods of instruction and student assessment techniques than English language teachers from any other district and differed statistically from all districts except Dhahirah. Qualitatively, teachers from Janoubiyah were not satisfied with classroom activities; while, teachers from all other districts reported "sometime" to "frequent" satisfaction with the classroom activites. The explanation for this difference may lie within the general administration and/or management of the English language program in Janoubiyah; however, further investigation is needed to clarify this issue more completely.

The differences found among English language teachers who had attended no workshops and English language teachers who had attended more than 3 workshops was unexpected because, contrary to the intent of workshop participation, English language teachers who had attended more workshops (in this case more than 3) found the classroom activities less satisfactory than English language teachers who had attended no workshops. Workshops may be ineffective in the

English language program because this program lacks structure and guidelines for methods of instruction and student assessment that the other subject matter areas have received from the Ministry of Education. Unlike other subject matter areas, the English language curriculum has not yet been redesigned by the Department of Curriculum Development under the Ministry of Education. However, as the new English language curriculum is developed, all the philosophical, theoretical, and applied aspects of the curriculum must be considered and emphasized through workshop training.

Supervisors

Supervisor response to the process and practice of classroom activity items was not influenced by differences in the demographic or academic background of the supervisor.

Administrators

Administrator response to the process and practice of classroom activity items was not influenced by differences in the demographic or academic background of the administrator.

Among teachers, district of employment differentiated the response given to process and practice of classroom activity items by Arabic language teachers, mathematics teachers, social studies teachers, and English language teachers. Unlike the non-specific effect of district of employment found in the analyses of the theory items, specific district differences were found in the analyses presented here. While the exact pattern of differences was determined by the teacher group under consideration, the importance of these results lies in its widespread occurrence. The most immediate solution to these differences would be to develop workshops designed to instruct teachers on the appropriate use and the expected outcome of the prescribed classroom activities. Workshops should be used to remedy unique problems; therefore, workshop development (i.e., the number of workshops, their content, and the application in specific districts) should aim to alleviate the specific problems identified in this study.

In addition to the development of workshops on the methods of instruction and student assessment techniques, *it is recommended that the Ministry of Education, Department of Curriculum Development, develop and conduct a yearly conference, during which representatives from each district should present successful models for classroom instruction and student assessment*. The exchange of ideas and practices between districts in a formal setting should promote increased awareness as well as better methods. To support active participation in the conferences *it is recommended that incentives, such as merit money and/or certificates of achievement, be used to reward both specific teachers and districts for the development of the "best" or "most innovative" model. The criteria by which the effectiveness* of the models would be judged should be made available to all personnel well in advance of each conference.

The responses given by administrators and supervisors to the process and practice of classroom activity items were not influenced by differences in the demographic or academic background of these personnel groups.

C. Personnel Response to Classroom Activity Items as a Function of Support for Each Educaitonal Factor

This subsection summarizes the results obtained from the paramtric analyses of teacher, supervisor, and administrator response to classroom activity items as a function of the level of support each group gave to each factor (I - V). As described in detail in the earlier section, the predicted result is a strong positive relationship between the respondents' attitude towrd a factor and their response to the methods of instruction and student assessment techniques. In the absence of a positive relationship, additional instruction through in-service training is recommended.

1. Factor I (The Role of the Curriculum Content and Practice in Developing the Various Components of the Student's Personality [Holistic versus Single Component])

A positive relationship was found between this factor and the response given to classroom activity items by Arabic language teachers, mathematics teachers, English language teachers, and administrators. Among these respondent groups, the degree to which each respondent supported the holistic approach to education reflected the degree of support each gave to the methods of instruction and student assessment techniques (classroom activities).

Among Islamic education teachers, science teachers, social studies teachers, and supervisors, no relationship was found between the level of support they gave to the holistic development of the student's personality and the degree of support they had with the prescribed classroom activities.

2. Factor II (The type of Management Policy in the Classroom [Democratic versus Authoritarian] and the Degree of Freedom for the Teacher in Choosing His/Her Own Approaches)

A positive relationship was found between this factor and the response given to classroom activity items by Islamic education teachers, Arabic language teachers, mathematics teachers, English language teachers, supervisors, and administrators. Among these groups, the degree to which the respondents' supported a democratic classroom management policy reflected the degree to which they were satisfied with the classroom activities (methods of instruction and student assessment).

No relationship was found between the science teachers' or social studies teachers' level of support for a democratic classroom management policy and their degree of satisfaction with the classroom activity items.

3. Factor III (The Emphasis of the Curriculum Centered on the Student)

A positive relationship was found between this factor and the response given to classroom activity items by mathematics teachers, English language teachers, and supervisors only. Among these groups the level of satisfaction with the prescribed methods of instruction and student assessment techniques was reflected by the level of support given to the importance of a student-centered curriculum. In these cases, the more supportive the respondent's attitude toward a student-centered curriculum, the greater the reported satisfaction toward the classroom activities.

Among Islamic education teachers, Arabic language teachers, science teachers, social studies teachers, and administrators, no relationship was found between the level of support given to a student-centered curriculum and the level of satisfaction given to the classroom activity items.

4. Factor IV (Relating the Curriculum to Everyday Life and the Students' Social and Cultural Heritage)

A positive relationship was found between this factor and the response given to classroom activity items by Arabic language teachers, mathematics teachers, English language teachers, and administrators. Therfore, among these groups the greatest satisfaction with the methods of instruction and student assessment techniques was reported by respondents that rated Factor IV (the importance of relating the curriculum to the student's everyday life and social and cultural heritage) as high.

Among Islamic education teachers, science teachers, social studies teachers and supervisors, no relationship was found between the degree of importance placed on the integration of the students' everyday life, cultural life, and heritage (Factor IV) and the level of satisfaction with the classroom activity items.

5. Factor V (The Importance of Developing the Students' Thinking Abilities)

A positive relationship was found between this factor and the response given to theory items by Arabic language teachers, mathematics teachers, social studies teachers, and administrators. The extent to which subjects from these groups found the development of thinking abilities important reflected the degree to which they were satisfied with the prescribed classroom activities (methods of instruction and student assessment).

Islamic education teacher, science teacher, English language teacher, and supervisor satisfaction with the classroom activities was not related to their attitude towards the importance of developing the student's thinking ability.

Those personnel groups least likely to show a positive relationship between their attitude toward the factors and their response to the classroom activity items included supervisors, Islamic education teachers, science teachers, and social studies teachers. Those personnel groups most likely to show a positive relationship between their attitude toward the factors and their response to the classroom activity items included the administrators, Arabic language teachers, and mathematics teachers. No negative relationships were found between the level of support given to a particular factor and the subsequent level of satisfaction with the methods of instruction and student assessment techniques.

In each case in which no relationship was found, it is recommended that the content of the in-service training program addressing classroom activities be re-evaluated in order to clarify and reinforce the concept defined by the factor.

III. RESOURCES: PERSONNEL RESPONSE TO HUMAN AND PHYSICAL RESOURCES (STAFF, EQUIPMENT, FACILITIES, AND MATERIALS)

No differences in the response to human and physical resource items were found between teachers, supervisors, and administrators. Qualitatively, all three groups found these resources to be "sometimes" satisfactory (mean responses

3.20, 3.47, 3.25 for teachers, supervisors, and administrators, respectively). These responses represent a departure from the "standard" mean responses obtained in the analyses of other curriculum areas (i.e., educational objectives, classroom activities, textbook resources, etc.), in that the responses given to human and physical resource items are considerably less positive regardless of the type of personnel group being assessed. The qualitative interpretation of these responses is that teachers, supervisors, and administrators find the human and physical resources inadequate. Because successful implementation of the Omani curriculum depends on an adequate supply of all resources, the deficit in human and physical resources described here represents a serious weakness that will continually undermine progress toward the development of the Omani curriculum. *It is recommended that the Ministry of Education take immediate action to upgrade these resources in two ways:*

a. *For each subject matter area, identify the specific deficits in personnel, materials, facilities, and/or equipment on a district-by-district basis, and, then, as soon as possible, provide aid to correct these deficits.*

b. *Develop and implement a long-term plan (3 to 5 years in length) to upgrade and standardize these resources throughout the country.*

Specific aspects of the human and physical resources that teachers, supervisors, and administrators have reported the greatest dissatisfaction with can be identified by inspecting the item-by-item descriptive analysis of the

"Resource" portion of the questionnaire (see Chapter 5 and also Appendix B). This analysis found teachers, supervisors, and administrators to report an inadequate availability of books for teachers and students; an inadequate immediate availability of audiovisual equipment, especially for students; and an inadequate availability of classroom storage space and classroom darkening capability. The mean responses indicated that teachers, supervisors, and administrators were "seldom" to "sometimes" satisfied with these types of resources (means ranging between 2.00 and 3.00).

A. Personnel Response to Human and Physical Resource Items as a Function of Demographic and Academic Background Variables by Each Variable

The responses given to human and physical resource items by teachers (of each subject matter area), supervisors, and administrators were assessed in light of the differences in the demographic or academic background of each respondent. The influence of each demographic and academic background variable is given below.

Gender

Gender did not influence teacher (from any subject matter area), supervisor, or administrator response to the human and physical resource items.

Nationality

Nationality did not influence teacher (from any subject matter area), supervisor, or administrator response to the human and physical resource items.

District of Employment

Statistically significant differences in response to human and physical resource items, as a function of the respondent's district of employment, were found among administrators, Arabic language teachers, mathematics teachers, science teachers, social studies teachers, and English language teachers. The specific pattern of results obtained for these personnel groups is reported below.

1. Specific and systematic differences between districts were *not* isolated among Arabic language teachers, mathematics teachers, or social studies teachers.

2. Among *science teachers*, those from *Batinah* (mean = 2.53) reported *less satisfaction* with the human and physical resources *than* those from *Janoubiyah* (mean = 3.59), *Musandam* (mean = 3.55), or *Dakhiliyah* (mean = 3.41). The mean responses given by science teachers from all other districts fell intermediate to those of Dakhiliyah and Batinah. Qualitatively, science teachers from Batinah found the human and physical resources "seldom" to "sometimes" satisfactory; however, teachers from all other districts found these same resources to be "sometimes" to "near frequently" satisfactory.

3. Among *English language teachers*, those from *Janoubiyah* (mean = 2.69) reported *less satisfaction* with the human and physical resources *than* those from *Wousta* (mean =

3.68), Sharqiyah (mean = 3.66), and Dakhiliyah (mean = 3.65). The mean responses of English language teachers from all other districts fell intermediate to the mean responses of English language teachers from Janoubiyah and Dakhiliyah. Qualitatively, English language teachers from Janoubiyah were more likely to report "seldom" satisfaction with the human and physical resources than English language teachers from any other district.

4. Finally, among administrators, those from Batinah (mean = 2.89) reported less satisfaction with the human and physical resources than those from Wousta (mean = 3.69). The mean responses of administrators from Batinah and Wousta represent the extreme cases, with those administrators from other districts reporting intermediate levels of satisfaction with the human and physical resources.

Teaching Experience

Teaching experience influenced the responses given to human and physical resource items by Arabic language teachers only.

Among Arabic language teachers, those who had 4 to 6 years of teaching experience (mean = 3.89) reported greater satisfaction with the human and physical resources than those who had 1 to 3 years of teaching experience (mean = 3.21). The mean responses of Arabic language teachers who had 7 to 10 years or more than 10 years of teaching experience (means of 3.43 and 3.26, respectively) were intermediate to, but not different from, the mean responses of Arabic language teachers who had 1 to 3 years or 4 to 6 years of teaching experience. Qualitatively, Arabic language teachers who had 4 to 6 years of teaching experience found the human and physical resources "frequently" satisfactory; however, Arabic language teachers who had more than 6 years or less than 4 years of teaching experience rated the human and physical resources as only "sometimes" satisfactory.

Academic Preparation

Academic preparation did not influence, in a systematic way, teacher (from any subject matter area), supervisor, or administrator response to the human and physical resource items.

In-Service Training

In-service training did not influence, in a systematic way, teacher (from any subject matter area), supervisor, or administrator response to the human and physical resource items.

Location of In-Service Training

The response given to human and physical resource items by administrators and science teachers differed statistically as a function of the location of in-service training. In both of these analyses, the reported level of satisfaction with the human and physical resources was greater when training was received outside of Oman (mean for science teachers = 3.24 and mean for administrators = 3.28) than when training was received inside of Oman (mean for science teachers = 2.98 and mean for administrators = 3.06).

Workshop Attendance

Workshop attendance influenced the responses given to human and physical resource items by administrators and Arabic language teachers only.

Among Arabic language teachers no systematic differences were found by the Scheffe post-hoc comparison probe.

Among administrators, statistically significant differences in the response to human and physical resource items were found between administrators who had attended 3 workshops (mean = 3.92) and administrators who had attended no workshops (mean = 3.19). The mean response of administrators who had attended 1, 2, or more than 3 workshops (means of 3.15, 3.15, and 3.23, respectively) did not differ from the mean response of administrators who had attended no workshops or 3 workshops.

B. Personnel Response to Human and Physical Resource Items as a Function of Demographic and Academic Background Variables by Each Personnel Group

The overall impact of the demographic and academic background variables on the response given to human and physical resource items is summarized below by each personnel group.

Islamic Education Teachers

Islamic education teacher response to the human and physical resource items was not influenced by differences in the demographic or academic background of the Islamic education teacher.

Arabic Language Teachers

Arabic language teacher response to the human and physical resource items was only influenced by teaching experience. In this case, Arabic language teachers who had 4 to 6 years of teaching experience were more satisfied with the availability and quality of the human and physical resources than Arabic language teachers who had 1 to 3 years or more than 6 years of teaching experience. Differences between Arabic language teachers who had 1 to 3 years of teacher experience and those who had 4 to 6 years of teaching experience might reflect the more recent exposure of the former group to the excellent facilities at the training institutes. If this were the case, teachers who had more than 6 years of teaching experience should respond similarly to teachers who had 4 to 6 years of teaching experience. Additional research seems necessary to adequately assess this difference.

Mathematics Teachers

Mathematics teacher response to the human and physical resource items was not influenced, in any systematic way, by the demographic or academic background of the mathematics teacher.

Science Teachers

Science teacher response to the human and physical resource items was influenced by the science teacher's district of employment and location of in-service training.

The specific differences found between districts indicate that science teachers from Batinah found these resources to be significantly less satisfactory than science teachers from Janoubiyah, Musandam, or Dakhliyah. Qualitatively, the range of responses was large, with science teachers in Batinah reporting "seldom" satisfaction and science teachers in Janoubiyah reporting "near frequent" satisfaction with the human and physical resources. The availability and quality of the staff, facilities, materials, and equipment for science teachers in Batinah should be assessed closely and, perhaps, compared to those of Janoubiyah, in order to isolate and correct the specific deficits within Batinah and other districts where a low level of satisfaction has been identified.

Science teachers trained outside of Oman found the human and physical resources more satisfactory than science teachers trained inside of Oman. This suggests that the science teacher training program inside of Oman does not adequately prepare science teachers for the use and/or types of human and physical resources available throughout the Omani schools. The contrast between science teachers trained inside and outside of Oman may reflect differences in the range of experience or amount of exposure these two groups have had to less than "ideal" human and physical resources. Non-Omani trained science teachers, who have experience with other educational systems and situations, may be better prepared to adapt to whatever resources are available. On the other hand, the experience of the Omani trained science teachers may be limited to training institutes where the resources are excellent. On a short term basis, workshops should be developed and conducted to alleviate this problem until the Ministry of Education can properly assess and correct, if necessary, the quality and availability of the human and physical resources. It is recommended that all science teachers attend these workshops, regardless of training background, because science teachers trained outside of Oman may provide a valuable source of information concerning the use of available human and physical resources.

Social Studies Teachers

Social studies teacher response to the human and physical resource items was not influenced, in any systematic way, by the demographic or academic bacground of the social studies teacher.

English Language Teachers

English language teacher response to the human and physical resource items was influenced by the English language teacher's district of employment. As in previous analyses of the English language teachers, those from Janoubiyah reported unusually low levels of satisfaction. It is urgently recommended that an investigation into the ongoing activity within the English language department of Janoubiyah be conducted to determine why, overall, this group expresses dissatisfaction with the Omani curriculum.

Supervisors

Supervisor response to the human and physical resource items was not influenced by the demographic or academic background of the supervisor.

Administrators

Administrator response to the human and physical resource items was influenced by the administrator's district of employment, location of in-service training, and workshop attendance. The results generated from each of these variables are discussed separately below.

Administrators from Batinah reported the least satisfaction while administrators from Wousta reported the greatest satisfaction with the human and physical resources. It is recommended that an investigation be conducted into the differences in human and physical resources between the districts of Batinah and Wousta in order to ascertain if a specific deficit in human and physical resources has occurred in Batinah. Because science teachers from Batinah also reported dissatisfaction with the human and physical *resources, it is likely that at least one source of difficulty in Batinah may have occurred within the science program.*

Administrators trained outside of Oman reported the greatest satisfaction with the human and physical resources. This suggests that the training system inside of Oman has *not* adequately prepared administrators to work with the available human and physical resources. As discussed above in relation to science teachers, this discrepancy may reflect differences in adaptability to non-ideal situations; Non-Omani trained administrators may be able to work better with the current, less-than-ideal recources. *The recommendation for administrators, in this case, is similar to that discussed for science teachers above. Workshops should be developed to discuss strategies in the utilization of the currently available human and physical resources until the Ministry of Education can properly assess and/or correct the quality and availability of the human and physical resources.*

There is some evidence that this strategy has already been instituted successfully. Administrators who had attended 3 workshops reported greater satisfaction with the human and physical resources than administrators who had attended no workshops. This latter result emphasizes the importance of workshop attendance, because increased training is likely to lead to increased satisfaction and increased effectiveness in the utilization of the available human and physical resources.

C. Personnel Response to Resource Items as a Function of Support for Each Educational Factor

This subsection summarizes the results obtained from the parametric analyses of teacher, supervisor, and administrator response to human and physical resource items as a function of the level of support they gave to each factor.

In most cases, teachers, supervisors, and administrators did not associate the availability, quality, and/or use of the human and physical resources with the concepts defined by the five factors. Since, these concepts underscore the goals of the new Omani curriculum all personnel groups should recognize the relationship between them and the human and physical resources so that their use of these resources is as prescribed by the curriculum designers. If, in those cases described below, no relationship was found between the level of importance placed on a factor and the response given to the human and physical resource items, it is recommended that the intended relationship between the concept, defined by the factor, and the human and physical resources be integrated into the in-service training programs. As discussed earlier, some difficulty may exist in the availability and/or quality of the human and physical resources. The status of these resources within each school should be assessed and corrected, if possible. In the interim, in-service training programs should address the relationship between these concepts and the human and physical resources in both optimal and available situations.

1. Factor I (The Role of the Curriculum Content and Practice in Developing the Various Components of the Student's Personality [Holistic versus Single Component])

A positive relationship between the level of support given to this factor and the level of satisfaction with the human and physical resources was found among English language teachers only.

The responses given to the human and physical resource items by all other teachers, supervisors, and administrators were not related to their attitude toward the importance of developing the various components of the student's personality (Factor I).

2. Factor II (The type of Management Policy in the Classroom [Democratic versus Authoritarian] and the Degree of Freedom for the Teacher in Choosing His/Her Own Approaches)

Administrator response to the human and physical resource items was positively related to the administrator's attitude toward classroom management policies; therefore, the greater their support for a democratic classroom management policy the greater their level of satisfaction with the human and physical resources. This result supports the goals of the Omani educational curriculum because the design for the human and physical resources is that they are best used in a democratically managed classroom.

In contrast, teacher and supervisor response to the human and physical resource items was not related to their attitude toward classroom management policy (Factor II).

3. Factor III (The Emphasis of the Curriculum Centered on the Student)

A positive relationship between the level of support given to a student-centered curriculum and the level of satisfaction with the human and physical resources was found among English language teachers only.

The responses given to the human and physical resource items by all other teachers, supervisors, and administrators were not related to their attitude towards the importance of a student-centered curriculum (Factor III).

4. Factor IV (Relating the Curriculum to Everyday Life and the Students' Social and Cultural Heritage)

A positive relationship between the level of support given to this factor and the reported level of satisfaction with the human and physical resources was found among social studies teachers and English language teachers only.

The responses given to the human and physical resource items by all other teachers, supervisors, and administrators were not related to their attitude towards the importance of integrating the student's everyday life, social life, and cultural heritage into the curriculum (Factor IV).

5. Factor V (The Importance of Developing the Students' Thinking Abilities)

A positive relationship between the level of support given to this factor and the reported level of satisfaction with the human and physical resources was found among Arabic language teachers only.

The responses given to the human and physical resource items by all other teachers, supervisors, and administrators were not related to their attitude towards the importance of developing the student's thinking abilities.

IV. RESOURCES: PERSONNEL RESPONSE TO TEXTBOOKS

No differences in response to textbook items were found between teachers, supervisors, and administrators. All three groups reported that the availability and quality of the textbook was "near frequently" satisfactory (mean responses 3.71, 3.76, 3.83 for teachers, supervisors, and administrators, respectively). These results are consistent with the desired goals of the textbook designers and most likely reflect the success of the continual revision and reprinting of the textbook within two year invervals. This practice should be encouraged and continued.

A. Personnel Response to Textbook Items as a Function of Demographic and Academic Background Variables by Each Variable

Among teachers (from each subject matter area), supervisors, and administrators, the following differences in response to textbook items were found as a function of the personnel groups' respective demographic or academic backgrounds.

Gender

Gender did *not* influence teacher (from any subject matter area), supervisor, or administrator response to items assessing the quality and availability of the textbook.

Nationality

Nationality did *not* influence teacher (from any subject matter area), supervisor, or administrator response to items assessing the quality and availability of the textbook.

District of Employment

Statistically significant differences in response to textbook items as a function of the respondent's district of employment were found among supervisors, Arabic language teachers and science teachers. Upon subsequent Scheffe pairwise comparisons of the means, only Arabic language teachers were found to differ in a specific and systematic way. *Arabic language teachers from Sharqiyah* (mean = 3.21) reported *less satisfaction* with the quality and availability of the textbook *than* those from *Wousta* (mean = 4.18). The mean response given by Arabic language teachers from all other districts fell intermediate to the mean response of Arabic language teachers from Sharqiyah and Wousta.

Teaching Experience

Teaching experience did not influence teacher (from any subject matter area), supervisor, or administrator response to items assessing the quality and availability of the textbook.

Academic Preparation

Academic preparation did not influence, in a systematic way, teacher (from any subject matter area), supervisor, or administrator response to items assessing the quality and availability of the textbook.

In-Service Training

A statistically significant difference in response to textbook items as a function of the amount of in-service training was found among Arabic language teachers only.

The analysis of the specific group differences among Arabic language teachers found those teachers who had attended either no (mean = 3.79), less than 1 month (mean = 3.81), or 4 to 12 months (mean = 4.22) of in-service training reported greater satisfaction with the quality and availability of the textbook than those teachers who had attended 1 to 2 years of in-service training (mean = 2.61). The mean response of Arabic language teachers who had attended 1 to 3 months of in-service training (mean = 3.36) did not differ from any other group.

Location of In-Service Training

Only science teacher response to the textbook resource items differed statistically as a function of the location of in-service training.

Among science teachers, those trained outside of Oman (mean = 3.77) reported greater satisfaction with the quality and availability of textbooks than those teachers trained inside of Oman (mean = 3.41).

Workshop Attendance

A statistically significant difference in response to textbook resource items as a function of workshop attendance was found among social studies teachers only. Social studies teachers reported more satisfaction with the availability and quality of the textbook when they had attended more than 3 workshops (mean = 3.92) than when they had attended no workshops (mean = 3.28). The mean response of social studies teachers who had attended 1, 2, or 3 workshops did not differ statistically from the mean response of social studies teachers who had attended no workshops or more than 3 workshops. In general, however, the greater the number of workshops the teachers attended the greater the reported satisfaction with the textbook.

B. Personnel Response to Textbook Items as a Function of Demographic and Academic Background Variables by Each Personnel Group

The overall impact of the demographic and academic background variables on the responses given to textbook items are summarized below by each personnel group.

Islamic Education Teachers

Islamic education teacher response to the textbook items was *not* influenced by the demographic or academic background of the Islamic education teacher.

Arabic Language Teachers

Arabic language teachers' responses to textbook items were influenced by their district of employment and the amount of in-service training they had received.

Between districts, Arabic language teachers from *Sharqiyah and Wousta* differed statistically. Qualitatively, those from Sharqiyah reported the least satisfaction with the textbook; while, those from Wousta reported the greatest satisfaction with the textbook. The mean response of Arabic language teachers from all other districts fell intermediate to, but not statistically different from, the mean response of Arabic language teachers from Shargiyah and Wousta. *A comparison of the availability and use of the textbook in Sharqiyah and Wousta should reveal specific deficits in the distribution and/or use of the textbooks in Sharqiyah. Once identified, these deficits can be addressed through (a) the development of a workshop designed to correct deficits in* the use of the textbook, and/or (b) increased financial support from the Ministry of Education to eliminate deficits in availability of the textbook.

The influence of the length of time for in-service training on Arabic language teacher response to textbook items was similar to the influence of this academic variable on theory items. The response given to textbook items by Arabic language teachers who had no in-service training, less than 1 month of in-service training, or 4 to 12 months of in-service training did not differ from each other, but did differ significantly from Arabic language teachers who had 1 to 2 years of in-service training. These results are interpreted in light of the special circumstances surrounding the education of Arabic language teachers who attend 1 to 2 years of in-service training. These Arabic language teachers attended 1 to 2 years of in-service training in place of a formal education in teaching (preservice training). The results presented here do not support this practice of providing Arabic language teachers with only 1 to 2 years of in-service training.

Overall, the positive range of responses given by Arabic language teachers who had any amount of in-service training except 1 to 2 years, argues that there in not a need to restructure the in-service training program in Arabic language; however, the results do suggest that the in-service training program is not the appropriate vehicle in which to educate those teachers who have not had a preservice training in education. Those Arabic language teachers who are presently employed should be provided with formal teaching theories and techniques within staff development workshops.

Mathematics Teachers

Mathematics teacher response to the textbook items was not influenced by the demographic or academic background of the mathematics teacher.

Science Teachers

Science teacher response to the textbook items was only influenced by the science teacher's location of in-service training. Those science teachers trained outside of Oman reported greater satisfaction with the availability and quality of the textbooks than science teachers trained inside of Oman. This suggests that training inside of Oman does not adequately prepare science teachers in the use of the textbook, or, perhaps, the use of the textbook in light of its current availability. It is recommended that the in-service training program be re-evaluated and redesigned, if necessary, to insure that science teachers trained inside of Oman are adequately prepared in the use of the textbook under both optimal and available situations.

Social Studies Teachers

Social studies teacher response to the textbook items was only influenced by the number of workshops that the social studies teacher had attended. Specifically, as the number of workshops attended increased, so did the level of satisfaction reported for the quality and availability of the textbooks. The increased satisfaction among social studies teachers who attended more than 3 workshops confirms and supports the usefulness of workshops. It is recommended that social studies teachers be encouraged to attend more than 3 workshops because the results indicate that increased satisfaction toward the textbook is achieved (statistically) at this level of workshop attendance.

English Language Teachers

English language teacher response to textbook items was only influenced by the English language teacher's district of employment. As in the analyses of previous curriculum issues, English language teachers from Janoubiyah reported unusally low levels of satisfaction with the textbook. It is strongly recommended that further investigation into the structure of the English language program in Janoubiyah be conducted in order to identify the source of discontent within this district.

Supervisors

Supervisor response to textbook items was not influenced in a systematic way by the demographic or academic background of the supervisor.

Administrators

Administrator response to textbook items was not influenced by differences in the demographic or academic background of the administrators.

C. Personnel Response to Textbook Items as a Function of the Level of Support for Each Educational Factor:

This subsection summarizes the results obtained from the parametric analyses of teacher, supervisor, and administrator response to textbook items as a function of the level of support each personnel group gave to each factor.

The most common results obtained in these analyses indicate that teachers, supervisors, and administrators do not associate the textbook resources with the concepts defined by the five educational factors. The textbook, however, was specifically designed to integrate these concepts and to promote the goals of the new Omani curriculum evident at all levels. Thus, teachers, supervisors, and administrators should recognize how the concepts have been expressed through the construction of the textbook, so that their use of the textbook reflects the desired goals of the curriculum designers. In those cases, described below, in which the statistical analysis finds no relationship between the level of support given to a factor and the response given to the textbook items, it is recommended that the importance of these concepts to the construction and use of the textbook be discussed within the in-service training program.

1. Factor I (The Role of the Curriculum Content and Practice in Developing the Various Components of the Student's Personality [Holistic versus Single Component])

A positive relationship was found between this factor and the reported level of satisfaction with the textbook among English language teachers only. Among administrators, supervisors, and all other teachers no relationship was found between the responses given to the importance of developing the student's whole personality and the responses given to the textbook items.

2. Factor II (The type of Management Policy in the Classroom [Democratic versus Authoritarian] and the Degree of Freedom for the Teacher in Choosing His/Her Own Approaches)

Administrator response to the textbook resource items was positively related to their response to Factor II, such that the more importance administrators placed on a democratic classroom management policy the greater their level of satisfaction with the textbook.

In contrast, among teachers and supervisors no relationship was found between the responses given to the textbook resource items and the level of importance given to a democratic classroom management policy.

3. Factor III (The Emphasis of the Curriculum Centered on the Student)

Administrator response to the textbook items was positively related to the response that they gave to Factor III' so that, the more importance administrators placed on a student-centered curriculum the greater their level of satisfaction with the textbook.

In contrast, among teachers and supervisors no relationship was found between the response given to the textbook resource items and the level of importance given to the development of a student-centered curriculum.

4. Factor IV (Relating the Curriculum to Everyday Life and the Students' Social and Cultural Heritage)

A positive relationship was found between the response given to this factor and the level of satisfaction reported for the textbook among Arabic language teachers, mathematics teachers, and science teachers. Administrator, supervisor, Islamic education teacher, social studies teacher, and English language teacher response to the textbook items did not differ significantly as a function of their attitude toward the importance of integrating the student's everyday life, social life, and cultural heritage into the curriculum.

5. Factor V (The Importance of Developing the Students' Thinking Abilities)

A positive relationship was found between the response given to this factor and the level of satisfaction reported for the textbook items among Arabic Language teachers and administrators only. Supervisor, Islamic education teacher, mathematics teacher, social studies teacher, and English language teacher response to textbook items did not differ significantly as a function of their attitude toward the importance of developing the student's thinking abilities.

V. RESOURCES: PERSONNEL RESPONSE TO THE TEACHER'S MANUAL

The mean response given to teacher's manual items by administrators (mean = 3.74) and supervisors (mean = 3.51) differed significantly; while, the mean response given by teachers fell intermediate to, but not statistically different from, either administrators or supervisors. Qualitatively, all three personnel groups reported "sometimes" to "near frequent" satisfaction with the availability and quality of the teacher's manual.

Supervisor satisfaction with the teacher's manual is critical; inasmuch as, one primary function of the supervisory staff is to instruct or assist teachers in the application of the learning processes of the new Omani curriculum. Given this critical role for supervisors, the results obtained in this comparison, indicating that supervisors report the least satisfaction with the teacher's manual, may have significant consequences on the development of the Omani curriculum. Less satisfaction with the teacher's manual among supervisors may mean that supervisors are less willing to adopt the new learning process. Alternatively, supervisor who have the greatest training and experience may have recognized a discrepancy between the teacher's manual and the other sources of prescribed teaching strategies or simply an inadequacy in the design of the teacher's manual. It is recommended that the Ministry of Education's Curriculum Development Department develop and conduct a conference with supervisors to investigate the supervisors' opinions of the teacher's manual. The main object of this conference should be to identify whether supervisors are simply resistant to change or if this personnel group has uncovered a descrepancy or inadequacy within the teacher's manual. The outcome of such a conference should indicate if training for supervisors, perhaps through workshops, is necessary, and/or if the teacher's manual needs to be redesigned.

A. Personnel Response to Teacher's Manual Resource Items as a Function of Demographic and Academic Background Variables by Each Variable

Differences in the responses given to teacher's manual resource items were found as a function of the teachers (by subject matter taught), supervisors, or administrators demographic and/or academic background and are summarized below.

Gender

Gender did not influence teacher (from any subject matter area), supervisor, or administrator response to items assessing the quality and availability of the teacher's manual.

Nationality

Nationality did not influence teacher (from any subject matter area), supervisor, or administrator response to items assessing the quality and availability of the teacher's manual.

District of Employment

District of employment did not influence teacher, supervisor, or administrator response to the teacher's manual items in any systematic way. However, anon-specific trends among all personnel groups, except administrators and Islamic education teachers, were identified. Further research is necessary to isolate the nature of these trends before any interpretation is possible.

Teaching Experience

A statistically significant difference among Arabic language teachers only were found in the responses that they gave to teacher's manual items as a function of their teaching experience.

The pattern of specific group differences among the Arabic language teachers did not follow a strictly linear relationship (i.e., increasing teaching experience did not lead to increasing satisfaction with the teacher's manual). Arabic language teachers who had 4 to 6 years of teaching experience (mean = 3.89) reported more satisfaction with the teacher's manual than teachers who had less teaching experience (teachers who had 1 to 3 years of teaching experience reported a mean response of 3.21), Arabic language teachers who had greater that 6 years of teaching experience did not differ from teachers who had 4 to 6 years of teaching experience or less than 4 years of teaching experience.

Academic Preparation

Academic preparation did not influence, in a systematic way, teacher (from any subject matter area), supervisor, or administrator response to items assessing the quality and availability of the teacher's manual.

In-Service Training

The amount of in-service training did not influence the response given to teacher's manual items by teachers (from any subject matter area), supervisors, or administrators.

Location of In-Service Training

Only science teacher response to teacher's manual items differed significantly as a function of the location of in-service training. Those science teachers trained outside of Oman (mean = 3.63) reported greater satisfaction with the teacher's manual than those science teachers trained inside of Oman (mean = 3.32).

Workshop Attendance

The response given to teacher's manual items by social studies teachers only differed significantly as a function of workshop attendance. Social studies teachers reported greater satisfaction with the availability and quality of the teacher's manual when they had attended more than 3 workshops (mean = 3.86) than when they had attended no workshops (mean = 3.26). The mean response given by social studies teachers who had attended 1 (mean = 3.57), 2 (mean = 3.55), or 3 (mean = 3.67) workshops did not differ from the mean response give by social studies teachers who had attended more than 3 or no workshops. In general, however, the greater the number of workshops attended the greater the reported satisfaction with the teacher's manual.

B. Personnel Response to Teacher's Manual Items as a Function of the Demographic and Academic Background Variables by Each Personnel Group

The following subsection summarizes the impact of the demographic and academic background variables on the responses given to the teacher's manual items by each personnel group.

Islamic Education Teachers

Islamic education teacher response to teacher's manual items was not influenced by the demographic or academic background of the Islamic education teacher.

Arabic Language Teachers

Arabic language teacher response to teacher's manual items was influenced by teaching experience only. Arabic language teachers who had 4 to 6 years of teaching experience found greater satisfaction with the quality and availability of the teacher's manual than Arabic language teachers who had 1 to 3 years of teaching experience. However, the positive effect of teaching experience on teacher's manual satisfaction did _not_ continue with increasing teaching experience beyond 4 to 6 years.

No other demographic or academic background variable systematically influenced the response given to teacher's manual items by Arabic language teachers.

Mathematics Teachers

Mathematics teacher response to the teacher's manual items was _not_ systematically influenced by any demographic or academic variable.

Science Teachers

Science teacher response to teacher's manual items was influenced by the location where science teachers received their in-service training. In this analysis, as with previous analyses of the science teachers location of in-service training, science teachers trained outside of Oman reported the greatest level of satisfaction. _Taken together with the results obtained from other curriculum issues, it seems clear that the Omani in-service training_ program for science teachers is inadequate and should be evaluated for redesign.

No other demographic or academic background variable systematically influenced the response given to teacher's manual items by science teachers.

Social Studies Teachers

Social studies teacher response to the teacher's manual items was influenced by the number of workshops that the social studies teacher attended, with a significant difference occuring when they had attended more than 3 workshops. Inasmuch as this pattern of response supports the use of workshops for the dissemination of information about the teacher's manual, it is recommended that workshops designed to instruct social studies teachers in the use of the teacher's manual continue. Additionally, all social studies teachers should be encouraged to attend more than 3 workshops because a significant gain in satisfaction occurs after this point.

No other demographic or academic background variable systematically influenced the response given to the teacher's manual items by social studies teachers.

English Language Teachers

English language teacher response to the teacher's manual items was not systematically influenced by the demographic or academic background of the English language teachers.

Supervisors

Supervisor response to teacher's manual items was *not* systematically influenced by the demographic or academic background of the supervisors.

Administrators

Administrator response to teacher's manual items was *not* systematically influenced by the demographic or academic background of the administrators.

C. Personnel Support for Teacher's Manual Resource Items as a Function of Support for Each Educational Factor

This subsection summarizes the results obtained from the parametric analyses of teacher, supervisor, and administrator response to teacher's manual items as a function of the level of support each group gave to each educational factor.

The most common results from the analyses presented below indicate that *teachers, supervisors, and administrators do not associate the use of the teacher's manual with the concepts defined by the five educational factors;* when, in fact, the teacher's manual was designed around these concepts so that the goals of the new Omani currclulum would be evident in the class lectures. Teachers, supervisors, and administrators should recognize how these five concepts have been expressed in the construction of the teacher's manual; so that, they can use this resource appropriately and achieve the desired goals of the curriculum designers. In those cases (described below) in which no relationship was found between an educational factor and the response given to the teacher's manual, it is recommended that discussion highlighting how the concept defined by the factor is integrated in the teacher's manual, as well as implemented in the Omani curriculum, be added or emphasized in the appropriate in-service training program.

1. Factor I (The Role of the Curriculum Content and Practice in Developing the Various Components of the Student's Personality [Holistic versus Single Component])

Among English language teachers and administrators, a positive relationship was found between Factor I and the reported level of satisfaction with the teacher's manual. No relationship was found between this concept, developing the student's whole personality, and the response given to the teacher's manual items by supervisors and all other teachers.

2. Factor II (The type of Management Policy in the Classroom [Democratic versus Authoritarian] and the Degree of Freedom for the Teacher in Choosing His/Her Own Approaches)

Administrator response to the teacher's manual resource items was positvely related to the administrator response to Factor II, such that the greater the importance placed on a democratic classroom management policy the greater the level of reported satisfaction with the teacher's manual.

Among teachers and supervisors no relationship was found between the response given to the teacher's manual items and the level of importance given to a democratic clasroom management policy.

3. Factor III (The Emphasis of the Curriculum Centered on the Student)

Administrator response to teacher's manual items was positively related to their response to Factor III, such that the greater the importance placed on a student-centered curriculum the greater the level of satisfaction reported with the teacher's manual.

Among all teachers and supervisors no relationship was found between the response given to the teacher's manual items and the level of importance given to the development of a student-centered curriculum.

4. Factor IV (Relating the Curriculum to Everyday Life and the Students' Social and Cultural Heritage)

A positve relationship was found between the response given to Factor IV and the level of satisfaction reported for the teacher's manual among Arabic language teachers, mathematics teachers, and science teachers only. No relationship was found between the concept of integrating the student's everyday life, social life, and cultural heritage and the response supervisors, administerators, Islamic education teachers, social studies teachers, and

English language teachers gave to the teacher's manual items.

5. Factor V (The Importance of Developing the Students' Thinking Abilities)

A positive relationship was found between the response given to this factor and the level of satisfaction reported for the teacher's manual among administrators only. No relationship between Factor V, developing the student's thinking ability, and the level of satisfaction given to teacher's manual was found among teachers (from all subject matter area) and supervisors.

VI. PERSONNEL RESPONSE TO CURRICULUM DEVELOPMENT ITEMS

Only teachers and supervisors responded to the series of items assessing the process of curriculum development in Oman. The mean response given to these items by each respondent was determined and analyzed in light of his/her academic position, demographic and academic background, and attitude toward the five educational factors.

Unlike other analyses of academic position discussed in previous curriculum sections (i.e., Omani educational objectives, classroom activities, resources), the comparison of teacher and supervisor response to the process of curriculum development items was by subject matter taught. The results indicate that teachers and supervisors, regardless of subject matter area, do not differ in the level of satisfaction that they report for the process of curriculum development in Oman.

A. Personnel Response to Curriculum Development Items as a Function of Demographic and Academic Background Variables by Each Variable

Among supervisors and teachers (by subject matter area), the following differences in response to curriculum development items were found as a function of the demographic or academic background of personnel within each group.

Gender

Gender did not influence teacher (from any subject matter area) or supervisor response to items assessing the process of curriculum development.

Nationality

Nationality did not influence Islamic education teacher, mathematics teacher, social studies teacher, English language teacher, or supervisor response to items assessing the process of curriculum development. The influence of nationality on science teacher response remains unknown because of an insufficient number of Omani science teachers responding to these items. Arabic language teacher response to these process of curriculum developmment items, in contrast to all other personnel groups, did differ significantly as a function of the Arabic language teacher's nationality.

Among Arabic language teachers, those of Omani nationality (mean = 4.14) reported greater satisfaction with the process of curriculum development in Oman than those of non-Omani nationality (mean = 3.31). Qualitatively, Omani Arabic language teachers were "frequently" satisfied; while, non-Omani Arabic language teachers were only "sometimes" satisfied with the process of curriculum development.

District of Employment

District of employment did not influence the responses given to process of curriculum development items by Islamic education teachers, mathematics teachers, science teachers, social studies teachers, or supervisors and did not influence, in a systematic way, the responses given by Arabic language teachers. The response given to these process of curriculum development items by English language teachers, however, did differ significantly as a function of district of employment.

Among English language teachers, the mean response given to curriculum development items by teachers from Janoubiyah (mean = 2.16) differed staistically from the mean response given by teachers from Musandam (mean = 3.92), Wousta (mean = 3.49), Dakhiliyah (mean = 3.33), Shargiyah (mean = 3.33), and Roustaq (mean = 3.21). Qualitatively, teachers from Janoubiyah reported far less satisfaction ("seldom") with the process of curriculum development in Oman than teachers from any other district.

Teaching Experience

Teaching experience did not influence teacher (from any subject matter area) or supervisor response to items assessing the process of curriculum development in Oman.

Academic Preparation

Academic preparation did not influence, in a systematic way, teacher (from any subject matter area) or supervisor response to items assessing the process of curriculum development in Oman.

In-Service Training

In-service training did not influence the response given to curriculum development items by teachers (from any subject matter area) or supervisors.

Location of In-Service Training

The location of in-service traininig did not influence the response given to process of curriculum development items by supervisors, Islamic education teachers, Arabic language teachers, mathematics teachers, social studies teachers, or English language teachers. In contrast, science teachers trained outside Oman (mean = 3.27) reported slightly, but significantly greater, satisfaction with the process of curriculum development in Oman than science teachers trained inside Oman (mean = 2.88).

Workshop Attendance

Workshop attendance did not influence the response given to process of curriculum development items by supervisors, Islamic education teachers, Arabic language teachers, mathematics teachers, science teachers, or English language teachers. Social studies teachers, however, reported significantly greater satisfaction with the process of curriculum development in Oman when they had attended 3 workshops (mean = 3.43) than when they had attended no workshops (mean = 2.79). The mean response given by social studies teachers who had attended 1 (mean = 3.25), 2 (mean = 3.10), or more than 3 (mean = 3.33) workshops did not differ from the mean response given by social studies teachers who had attended 3 or no workshops.

B. Personnel Response to Curriculum Development Items as a Function of Demographic and Academic Background Variables by Each Personnel Group

The impact of the demographic and academic background variables on the responses given to curriculum development items by each personnel group is summarized below.

Islamic Education Teachers

Islamic education teacher response to curriculum development items was not influenced by the demographic or academic background of the Islamic education teacher.

Arabic Language Teachers

Arabic language teacher response to curriculum development items was only influenced by the Arabic language teacher's nationality. In this case, the greatest satisfaction with the process of curriculum development in Oman was reported by Omani Arabic language teachers. A difference between Oman and non-Omani Arabic language teachers may simply reflect a difference in perspective; in that, Omani Arabic language teachers may have a greater, more accurate ability to compare current processess of curriculum development with previous ones.

Mathematics Teachers

Mathematics teacher response to curriculum development items was not influenced by the demographic or academic background of the mathematics teacher.

Science Teachers

Science teacher response to curriculum development items was only influenced by the science teacher's location of in-service training. In this analysis, as in previous analyses, science teachers who were trained outside Oman reported greater satisfaction with the process of curriculum development items than science teachers who were trained inside Oman. It is recommended that the in-service training program in science be structured to emphasize the important contributions science teachers can make to the development of the curriculum in Oman.

Social Studies Teachers

Social studies teacher response to curriculum development items was influenced by the number of workshops that they had attended. In keeping with previous analyses of the effect of workshop attendance on social studies teacher response, a positive relationship was found between workshop attendance and satisfaction with the process of curriculum development in Oman. _The use of workshops to train social studies teachers in the appropriate implementation of the new Omani curriculum is supported by these results and should certainly be continued._

English Language Teachers

English language teacher response to curriculum development items was ifluenced by the English language teacher's district of employment. Similar to the results obtained in the analyses of the English language teachers' response to theory, process and practice, and resource items, English language teachers from Janoubiyah gave the least positive responses to the curriculum development items. As mentioned previously, these differences should be addressed and corrected through a special investigation into the English language program in Janoubiyah.

Supervisors

Supervisor response to curriculum development items was _not_ influenced by the demographic or academic background of the supervisor.

C. Personnel Response to Curriculum Development Items as a Function of Support for Each Educational Factor

This subsection summarizes the results obtained from the parametric analyses of teacher and supervisor response to the process of curriculum development items as a function of the level of support each respondent gave to each educational factor.

The most common results obtained from the analyses presented below indicate that teachers and supervisors do not associate the process of curriculum development with the concepts defined by the five factors. Because these concepts contribute to the theoretical bases of the new Omani curriculum, teachers and supervisors should recognize the expression of these concepts in the development of the new Omani Curriculum. In those cases described below in which the analysis has revealed no relationship between a factor and the response given to the process of curriculum development items, it is recommended that the relationship between these concepts and the implementation of the Omani curriculum be integrated into the in-service training program.

1. Factor I (The Role of the Curriculum Content and Practice in Developing the Various Components of the Student's Personality [Holistic versus Single Component])

Among teachers and supervisors, no relationship was found between this factor and the reported level of satisfaction for the curriculum development items.

2. Factor II (The type of Management Policy in the Classroom [Democratic versus Authoritarian] and the Degree of Freedom for the Teacher in Choosing His/Her Own Approaches)

Among mathematics teachers, a positive relationship was found between the response given to curriculum development items and the level of importance given to a democratic classroom management policy (Factor II). In all other analyses of all supervisors and all other teachers, no relationships were found between the importance of a democratic classroom management policy and the response given to the process of curriculum development items.

3. Factor III (The Emphasis of the Curriculum Centered on the Student)

Among English language teachers, a positive relationship was found between the response given to curriculum development items and the level of importance given to a student-centered curriculum. In all other analyses of all supervisors and all other teachers, no relationships were found between the importance of a student-centered curriculum and the response given to process of curriculum development items.

4. Factor IV (Relating the Curriculum to Everyday Life and the Students' Social and Cultural Heritage)

A positive relationship was found between the responsegiven to Factor IV and the level of satisfaction reported for the curriculum development among Arabic language teachers and English language teachers only. In all other analyses of all supervisors and all other teachers, no relationships were found between the importance of integrating the student's everyday life, social life, and cultural heritage and the response given to process of curriculum development items.

5. Factor V (The Importance of Developing the Students' Thinking Abilities)

No relationship was found between the reponses given to Factor V and the level of satisfaciton given to the curriculum development items by any personnel group.

VII. TEACHER AND SUPERVISOR RESPONSE TO CURRICULUM CONTENT ITEMS BY SUBJECT MATTER AREA

Teachers and supervisors responded to a group of questionnaire items on the specific curriculum content in their areas of specialization (the subject matter they teach or have taught). The mean responses given by teachers and supervisors to curriculum content items in their area of specialization were compared to assess the differences, if any, in teacher and supervisor satisfaction.

Teacher responses to curriculum content items in their respective areas of specialization were also analyzed for differences as a function of their demographic and academic background and as a function of their attitude toward the five educational factors. Similar analyses on the supervisor data were not performed, because division into the various levels of each demographic, academic, and factor variable was prohibited by the small number of supervisors sampled in each subject matter area.

The results from all analyses of the curriculum content portion of the questionnaire (Part II Section A.2) are reported below by subject-mattter area.

A. Islamic Education

No statistically significant differences were found in the comparison of teacher and supervisor response to Islamic educational curriculum content items. Islamic education teachers (mean = 3.93) and supervisors (mean = 3.83) reported a similar level of satisfaction with the Islamic education curriculum content. Qualitatively, the mean response given by each personnel group indicated that the Islamic education curriculum content is (a) "frequently" applied according to the standards set forth by the Omani educational system and the Islamic education curriculum designers, and (b) "positively" perceived in terms of importance and grade-appropriateness.

No differences in the demographic or academic background of Islamic education teachers were found to influence the response that they gave to items on the curriculum content in Islamic education.

Differences in response to Islamic educational curriculum content items as a function of the Islamic education teacher's attitude toward the five educational factors were found in only one analysis. In this case, a positive relationship was found between the Islamic education teachers' response to the curriculum content items and their attitude toward the importance of developing the student's whole personality (Factor I). Thus, those Islamic education teachers who strongly agreed with a holistic model of education also reported the greatest satisfaction with the current Islamic education curriculum content, as would be predicted from the intended design of this curriculum.

No relationship was found between the Islamic education teachers' satisfaction with the Islamic education curriculum content and their attitude towards (a) the type of management policy and teaching style used in the classroom (Factor II), (b) an emphasis on a student-centered curriculum (Factor III), (c) relating of the curriculum to everyday life and the student's social and cultural heritage (Factor IV), or (d) the importance of developing the student's thinking abilities (Factor V). These results suggest that Islamic education teachers do not find the concepts defined by each factor well developed in the Islamic education curriculum.

Islamic teachers should have an understanding of the relationship between the curriculum and the concepts defined by each educational factor in order to properly implement the Islamic education curriculum. For example, Islamic education teachers should be familiar with the different methodologies available for classroom management and teaching, so that they can institute a classroom management policy and teaching style that best suits both themselves and the curriculum content. To facilitate the teacher's judgement on such matters, it is essential that they have a clear understanding of the curriculum content, types of classroom management policies, and types of teaching styles as well as an understanding of the relationship between them. Therefore, it is recommended that workshops be designed and conducted to address the relationship between the Islamic education curriculum content and the concepts used to develop it. Additionnaly, the Islamic education curriculum content should be re-evaluated to insure that these concepts are clearly specified.

B. Arabic Language

No statistically significant differences in the response given to Arabic language curriculum content items were found between teachers and supervisors. Qualitatively, Arabic language teachers and supervisors were "satisfied" with all aspects of the Arabic language curriculum content including general issues, and the "Iqra" (Read) and "Lughati" (My Language) textbooks in all grades. Overall, both Arabic language teachers and supervisors reported a satisfaction with the quality and grade-appropriateness of the Arabic language curriculum in all grades (mean responses ranged from 3.93, supervisors response to general issues, to 3.60, teacher response to grade 2 "Lughati" [My Language] textbook).

The Arabic language teacher's response to the Arabic language curriculum content was not influenced by differences in Arabic language teacher's gender, academic preparation, or location of in-service training. On the other hand, differences as a function of nationality, district of employment, teaching experience, amount of in-service training, and workshop attendance were obtained; however, specific group differences within each variable were isolated only in the analyses of nationality and amount of in-service training.

The effect of nationality on teacher response to Arabic language curriculum content items was limited to those items addressing "general issues." In this case, Omani Arabic language teachers (mean = 4.36) reported greater satisfaction with "general issues" in the curriculum content than non-Omani Arabic language teachers (mean = 3.79). In response to all other curriculum content areas in Arabic language (i.e., the "Iqra" and "Lughati" textbook in each grade), Omani and non-Omani Arabic language teachers agreed, reporting general satisfaction (mean responses fell between 3.50 and 4.00).

Differences as a function of the amount of in-service training were found in the type of responses given to each area of the Arabic language curriculum content. Within each specific area (i.e., grade 1 "Lughati" textbook), a slightly different pattern of results was obtained. Each pattern is reported below by the general section of the Arabic language curriculum assessed.

1. General Items on the Curriculum Content in Arabic Language. Arabic language teachers who had 4 to 12 months of in-service training reported greater satisfaction with these content items (mean = 4.47) than Arabic language teachers who had 1 to 2 years (mean 3.03), 1 to 3 months (mean = 3.58), or no (mean = 3.74) in-service training. Arabic language teachers who had less than 1 month (mean = 3.83) of in-service training also differed from Arabic language teachers who had 1 to 2 years of in-service training; in that, the former group rated the Arabic language curriculum content more favorably.

2. Grade 1. In response to items on the quality and grade-appropriateness of the "Iqra" textbook in grade 1, Arabic language teachers who had either 4 to 12 months (mean

= 4.51) or no (mean = 4.01) in-service training reported greater satisfaction with the Arabic language curriculum content than Arabic language teachers who had 1 to 2 years of in-service training (mean = 3.03). Arabic language teachers who had 4 to 12 months of in-service training also reported statistically greater satisfaction with the "Iqra" textbook than Arabic language teachers who had 1 to 3 months (mean = 3.55) of in-service training.

In response to items on the quality and grade-appropriateness of the "Lughati" textbook in grade 1, no specific group differences were found by the subsequent Scheffe probe.

In response to all items on the quality and grade-appropriateness of the Arabic language curriculum content in grade 1, Arabic language teachers who had 4 to 12 months of in-service training (mean = 4.40) reported far greater satisfaction with the curriculum content than Arabic language teachers who had 1 to 2 years of in-service training (mean = 3.04).

3. Grade 2. In response to items on the quality and grade-appropriateness of the "Iqra" textbook in grade 2, Arabic language teachers who had either 4 to 12 months (mean = 4.27), less than 1 month (mean = 3.77), or no (mean = 3.85) in-service training reported far greater satisfaction than Arabic language teachers who had 1 to 2 years (mean = 2.77) of in-service training.

In response to items on the quality and grade-appropriateness of the "Lughati" textbook, Arabic language teachers who had either 4 to 12 months (mean = 4.28) or no (mean = 3.79) in-service training reported greater satisfaction than Arabic language teachers who had 1 to 2 years of in-service training (mea = 2.68). Those teachers who had 4 to 12 months of in-service training also reported statistically greater satisfaction with the "Lughati" textbook than Arabic language teachers who had 1 to 3 months (mean = 3.12) of in-service training.

In response to all items on the quality and grade-appropriateness of the Arabic language curriculum content in grade 2, Arabic language teachers who had 4 to 12 months (mean = 4.28), less than 1 month (mean = 3.71), and no (mean = 3.83) in-service training reported far greater satisfaction than Arabic language teachers who had 1 to 2 years (mean = 2.74) of in-service training.

4. Grade 3. In response to items on the "Iqra" textbook in grade 3, Arabic language teachers who had 4 to 12 months (mean = 4.37) or no (mean = 4.18) in-service training reported far greater satisfaction than Arabic language teachers who had 1 to 2 years (mean = 2.79) or 1 to 3 months (mean = 3.29) of in-service training.

In response to items on the "Lughati" textbook in grade 3, no specific group differences were found by the subsequent Scheffe probe.

In response to all items on the quality and grade-appropriatness of the Arabic language curriculum content in grade 3, Arabic language teachers who had 4 to 12 months (mean = 4.32) or no (mean = 4.10) in-service training reported far greater satisfaction than Arabic language teachers who had 1 to 2 years (mean = 2.93) of in-service training.

The assessment of the effect of in-service training time on Arabic language teacher response to Arabic language curriculum content yields two general patterns of results defined by the amount of in-service training obtained.

a. Arabic language teachers who had no, less than 1 month, or 4 to 12 months of in-service training. These Arabic language teachers reported "frequent" satisfaction with every aspect of the Arabic language curriculum content and evaluated positively the quality, importance, and grade-appropriateness.

b. Arabic language teachers who had 1 to 2 years of in-service training and, to a lesser extent, 1 to 3 months of in-service training. These Arabic language teachers reported that they were "sometimes" satisfied with the curriculum content in Arabic language and evaluated neutrally or negatively the quality, importance, and grade-appropriateness.

The interpretation of these results lies in the special circumstances surrounding teachers who had attended 1 to 2 years of in-service training. This group represents a subpopulation of Arabic language teachers who have had no pre-service training in teaching and as a substitute attended 1 to 2 years of in-service training. The principal difference obtained among Arabic language teachers as a function of in-service training suggests that teachers who had 1 to 2 years of in-service training differ greatly from other Arabic language teachers. As has been suggested previously in this report, differences among Arabic language teachers who had 1 to 2 years of in-service training may indicate that the in-service training program does not adequately prepare Arabic language teachers who have had no pre-service training. A temporary remedy may be to develop specialized in-service training programs designed to address the unique needs of Arabic language teachers with no pre-service training in teaching. On a more permanent basis, it is recommended that the junior colleges for teacher training, as well as the College of Education in Sultan Qaboos University, provide a pre-service training program on the Arabic language curriculum content (and other curriculum issues discussed earlier), thus, in the long run, eliminating the need to use in-service training time for the educational needs of a small subpopulation of Arabic language teachers.

Finally, when teachers who had 1 to 2 years of in-service training are not considered, the effect of in-service training time on the response given to the Arabic language curriculum content items is minimal, providing no or possibly negative gain. This interpretation is drawn from (a) the lack of a significant difference between teachers who had 4 to 12 months of in-service training and teachers who had no in-service training, and (b) the negative effect of in-service training on teachers who had 1 to 3 months of in-service training as compared to teachers who had no in-service training.

Differences in the type of response given to the Arabic language curriculum content items were assessed as a function of the Arabic language teacher's attitude toward the five educational factors. Statistically significant diffferences were found in all analyses, except that of Factor III (the importance of a student-centered curriculum). Each significant analysis is considered below by factor.

1. A positive relationship was found between the Arabic language teacher's attitude toward Factor I (the importance of developing the student's whole personality) and the teacher's response to all sections of the Arabic language curriculum content items, except grade 2 "Lughati" textbook items. Overall, those Arabic language teachers who most strongly supported a holistic model of learning (Factor

I) reported the greatest level of satisfaction with the Arabic language curriculum content.

2. A positive relationship was found between the Arabic language teacher's attitude toward Factor II (type of classroom management policy and freedom to choose a teaching style) and the teacher's response to "general items" on the Arabic language curriculum content, grade 3 "Iqra" textbook items, and grade 3 "Lughati" textbook items. As expected, the greatest level of satisfaction toward these Arabic language curriculum content areas was found among Arabic langauge teachers who most strongly supported a democratic classroom management policy, as well as the freedom to choose their own teaching style.

Classroom management policy and choice of teaching style seemed to be less well understood and/or applied by teachers of grades 1 and 2 (no relationship was found). To assist in the development of this concept in grades 1 and 2, it is recommended that workshops be designed to address the relationship between Arabic language curriculum content in grades 1 and 2 and classroom management policies and teaching styles. Additionally, the Arabic language curriculum content in grades 1 and 2 should be re-evaluated to insure that this concept is clearly specified.

3. A positive relationship was found between the Arabic language teacher's attitude toward Factor IV (the importance of relating the curriculum to the student's

everyday life, social life, and cultural heritage) and the teacher's response to "general items" on the Arabic language curriculum content, grade 1 "Iqra" textbook items, and grade 3 "Iqra" and "Lughati" textbook items. As expected, those Arabic language teachers who greatly supported relating the curriculum to the student's everyday life, social life, and cultural heritage also reported the greatest satisfaction with the Arabic language curriculum content.

No relationship was found with respect to grade 2 material; consequently, it is recommended that the relationship between Factor (IV) and its application to the Arabic language curriculum content be addressed through a workshop developed for this purpose. Additionally, the Arabic language curriculum content in grade 2 should be re-evaluated to insure that these concepts are clearly specified.

4. A positive relationship was found between the Arabic language teacher's attitude toward Factor V (the importance of developing the student's thinking abilities) and the teacher's response to all sections of the Arabic language curriculum content items. Overall, Arabic language teachers who strongly supported a curriculum that develops the student's thinking abilities (Factor V) also supported the current curriculum in Arabic language.

5. Arabic language teachers failed to identify the importance of a student-centered learning situation within the current curriculum. *Because this curriculum was intended to provide a student-centered education, it is recommended that a re-evaluation of the Arabic language curriculum be conducted to assess the clarity of this concept in the prescribed application of the Arabic language curriculum content. Beyond this re-evaluation, it may be necessary to stress the importance of a student-centered curriculum in regards to the Arabic language curriculum content through the in-service training program or a specialized workshop program.*

C. Mathematics

The statistical comparison of the response given to mathematics curriculum content items by teachers and supervisors revealed *no* significant differences. Mathematics teachers (mean = 3.33) and supervisors (mean = 3.42) reported similar levels of satisfaction with the mathematics curriculum content. Qualitatively, the mean response given by each of these personnel groups indicates that the content of the mathematics curriculum is "sometimes" to "frequently" applied according to the standards set forth by the Omani educational system and the mathematics curriculum designers. *Because these mean response scores tend toward qualitative neutrality, a* re-evaluation of the content in mathematics may be warranted.

Among mathematics teachers, no differences in the responses given to mathematics curriculum content items were found as a function of the mathematics teacher's gender, nationality, district of employment, teaching experience, academic preparation, amount of in-service training, or location of in-service training. Moreover, no specific group differences in the responses given to the mathematics curriculum content items were isolated as a function of workshop attendance.

Statistically significant differences in the type of response given to the mathematic curriculum content items as a function of the mathematics teacher's attitude toward the five educational factors were found in regards to Factor IV (integrating the student's everyday life and social and cultural heritage) and Factor V (the importance of developing the student's thinking abilities) only. In both of these cases the direction of the significant effect was in keeping with the expected outcome.

The lack of a positive relationship between Factors I through III and the mathematics teacher's response to the mathematics curriculum content items should be addressed through an in-service training program or specialized workshop. Each of these factors (developing the student's whole personality, developing a student-centered curriculum, and the use of a democratic classroom management policy and personal teaching style) should be made apparent to the mathematics teachers; so that, they will be able to maximize the application of these concepts in the classroom. Alternatively, these concepts may not be clearly specified in the mathematics curriculum content. The latter explanation is suppored by the rather neutral responses given to these curriculum content items by mathematics teachers (and supervisors).

It is recommended that the clarity of the concepts given in Factors I through III within the mathematics curriculum content be evaluated and integrated if necessary. Further, the relationship between the mathematics curriculum content and educational Factors I through III should be reinforced during in-service training.

D. Science

Science teachers and supervisors gave similar levels of satisfaction to the concepts and suitability of the science curriculum in grades 1 through 3. However, in response to "general items" on science, science teachers and supervisors differed; so that, science teachers (mean = 3.78) reported slightly, but significantly greater, satisfaction than supervisors (mean = 3.34).

The influence of the demographic and academic background on the science teacher's response to the science curriculum content items was assessed and revealed statistically significant differences in the analyses of district of employment, teaching experience, and location of in-service training. However, only the latter two variables yielded specific group differences upon subsequent analysis. No statistically significant differences were found in the responses given to science curriculum content items as a function of the science teacher's gender, nationality, academic preparation, amount of in-service training, or workshop attendance.

Science teacher response as a function of teaching experience differed significantly in the analysis of the grade 3 concepts only. In this one case, science teachers who had 7 to 10 years (mean = 4.29) of teaching experience reported greater satisfaction with these concepts than science teachers who had 1 to 3 years (mean = 3.68) of teaching experience.

Differences in the science teacher's response to science curriculum content items as a function of location of in-service trainng were far more global than the effect of teaching experience. This influenced the response given to "general items" and all concept items in grades 1 through 3. In each case, science teachers trained outside of Oman reported greater satisfaction with the quality, importance, and grade-appropriateness of the science curriculum than science teachers trained inside of Oman. These global differences in satisfaction with the science curriculum content suggest that the in-service training program in science needs to be reconsidered and perhaps changed.

Differences in the type of responses given to the science curriculum content items were assessed as a function of the science teacher's attitude toward the five educational factors. Overall, the predicted positive relationship between each factor and the science teacher's response to each area of the science curriculum content rarely occurred. The specific differences, or lack thereof, are summarized below.

No reliable relationship was found between the science teacher's response to each section of the science curriculum content questionnaire and the science teacher's response to Factor I (development of the student's whole personality). Science teachers who rated the importance of a holistic approach to education as either highly important or moderately important did not differ in the response that they gave to the science curriculum content items. This suggests that science teachers do not find the holistic approach to education intrinsic to the science curriculum content.

In evaluating the effect of Factor II (classroom management policy and choice of teaching styles) on the response given to science curriculum content items, a statistically significant difference was found in regards to the scientific concepts taught in grades 1 and 3. As expected, those science teachers who strongly supported a democratic classroom policy rated the concepts in grades 1 and 3 more favorably than science teachers who supported neither an authoritarian nor a democratic approach.

The science teacher's response to Factor III (the importance of a student-centered curriculum) differentiated the response they gave to "general" science curriculum content items only. Once more, the relationship was positive and indicated that those teachers who strongly supported a student-centered curriculum reported the greatest level of satisfaction with the "general items" in the science curriculum content.

In evaluating the effects of Factor IV (the importance of incorporating the student's everyday life, and social and cultural heritage) and Factor V (developing the student's thinking abilities) on the response given to science curriculum content items, a statistically significant difference was found in regards to the concepts in Grade 1. In each case, a positive relationship was found between the teacher's response to the curriculum items and the level of support that he or she gave to Factors IV and V.

In general, it seems that science teachers have not completely recognized the relationships between the science curriculum content and the concepts defined by each factor. It is recommended that these relationships be emphasized during the in-service training programs in science.

E. Social Studies

Social studies teachers and supervisors gave statistically different responses to grade 3 geography items only; so that, social studies teachers (mean = 4.14) reported greater satisfaction than supervisors (mean = 3.67). Social studies teacher and supervisor response to all other curriculum content items in social studies (i.e., general geography or civics education) were similar.

The effect of the demographic and academic background of the social studies teacher on the response given to the social studies curriculum content items was principally isolated to nationality and workshop attendance. No effect of gender, amount of in-service training, or location of in-service training were found; and, effects isolated from the analyses of district of employment, teaching experience, and academic preparation did not provide specific or reliable group differences upon subsequent Scheffe probes.

The statistically significant pattern of results obtained in the analyses of nationality and workshop attendance are reported below.

Nationality influenced the response given by social studies teachers to civics education items only. In this one case, social studies teachers of non-Omani nationality (mean = 4.41) reported slightly, but significantly greater, satisfaction with the civics education curriculum content than social studies of Omani nationality (mean = 4.03).

Qualitatively, both groups gave a highly positive rating to the civics education curriculum content.

In response to general geography items and to items on geography across all grades, social studies teachers who had attended more than 3 workshops reported greater satisfaction than social studies teachers who had attended no workshops. Overall, a positive linear trend was observed between the number of workshops attended and the level of satisfaction reported for the social studies curriculum content. These results should reinforce the use of the workshop program among social studies teachers.

Differences in the type of response given to the social studies curriculum content items were assessed as a function of the social studies teacher's attitude toward the five educational factors. Overall, factors I, II, IV, and V differentiated the social studies teacher's response to some or all of the questionnaire sections addressing social studies curriculum content. Factor II was not assessed because all social studies teachers rated this factor as highly important; consequently, there were no comparisons to make.

In each signficant analysis, a positive relationship was found between the social studies teacher's response to the curriculum items and their attitude toward the factor.

Factor I (developing the student's whole personality) differentiated the social studies teacher's response to every area of the social studies curriculum content. As expected, the holistic approach to education is emphasized within the social studies curriculum.

Factor II (classroom management policy) differentiated the response given to social studies curriculum content items on grade 1 geography, history, and civics education. This factor did not differentiate the responses given to grade 2 or 3 geography items, thus this discrepancy might be easily solved through instruction in a workshop program.

Factor IV (relating the student's everyday life and social and cultural heritage) differentiated the response given to social studies curriculum content items in grade 1 geography and civics education only.

Factor V (developing the student's thinking abilities) differentiated the response given to "general" social studies items, grade 1 and 2 geography items, history, and civics education items.

In general, it seems that social studies teachers have recognized the relationships between the social studies curriculum content and the concepts defined by each factor. In those few cases in which no positive relationship was found, the necessary information could be disseminated through the workshop programs.

F. English Language

English language teachers and supervisors differed significantly in the responses that they gave to the English language curriculum content items, such that teachers (mean = 3.44) reported slightly, but significantly greater, satisfaction than supervisors (mean = 3.15). Qualitatively, teachers rated the English language curriculum content positively ("sometimes" to "frequently" satisfactory); in contrast, supervisors gave only a rather neutral response ("sometimes" satisfactory). These responses, like the responses given by mathematics teachers, may indicate the need to re-evaluate this curriculum content.

In assessing the effect of the English language teacher's demographic and academic background on responses that they gave to the English language curriculum content items, no differences were found as a function of gender, nationality, teaching experience, academic preparation, amount of in-service training, location of in-service training, or workshop attendance. District of employment, on the other hand, did provide a source of variability. The subsequent Scheffe probe comparing the mean responses given by English language teachers from each district found teachers from Janoubiyah (mean = 2.68) to differ from teachers from Musandam (mean = 3.85), Wousta (mean = 3.68), Sharqiyah (mean = 3.61), the Capital district (mean = 3.50), Batinah (mean = 3.48), and Dakhilyah (mean = 3.46). English language teachers from all districts, except Janoubiyah, rated the quality, importance, and grade-appropriateness of the English language curriculum content positively ("sometimes" to "frequently" satisfactory); however, teachers from Janoubiyah rated the English language curriculum content negatively ("seldom" to "sometimes" satisfactory).

Throughout this questionnaire, English language teachers from Janoubiyah have reported less satisfaction with the Omani educational curriculum than English language teachers from any other district (also see previous discussions of theory items, process and practice items, human and physical resource items, and curriculum development items). As mentioned previously, it would seem that some general level of dissatisfaction exists within the district of Janoubiyah. Therefore, and once again, it is recommended that an investigation into the source of this general dissatisfaction, as well as in regards to the Omani curriculum content, seems warranted at this time.

The English language teacher response to the English language curriculum content items could be differentiated by the English language teacher response to Factor I (importance of a holistic approach to education) and Factor III (importance of a student-centered curiculum) only. In each case the relationship was positive. English language teachers who strongly supported these concepts also reported the greatest level of satisfaction with the English language curriculum

English language teachers did not recognize the relationship between the English language curriculum content and the concepts defined in Factors II, IV, and V. It is recommended that the relationship between classroom management policies (Factor II), the development of the student's thinking abilities (Factor V), and the importance of relating the student's everyday life, social life, and cultural heritage (Factor IV) to the curriculum content in English be established by highlighting these issues in both the in-service training programs and the workshop programs.

VIII. PARENT RESPONSE TO GENERAL TOPICS ON EDUCATION IN OMAN

The opinion of parents was assessed in a manner similar to that of teachers, supervisors, and administrators. A sample of parents responded to a series of questionnaire items that addressed the following topics.

1. Parents' perception of the child's workload from school and their child's success with each subject.
2. Parents' use of the child's textbooks to expand their own knowledge.
3. Parents' opinion on the quality of the textbooks (the physical appearance as well as in terms of content).
4. Parents' opinion on the impact of the new Omani curriculum on the child's education and behavior.

Overall, parents gave highly negative responses to all questionnaire items. Parents most frequently reported that the workload was too great (too many assignments) and too difficult, especially in Islamic education, Arabic language, and social studies (rated as particularly difficult).

However, parents also reported that their child "rarely" to "sometimes" studies. (Studying is the least frequently pursued activity).

Parents reported that they often read the textbooks in science, mathematics, and English language, but often did not read textbooks in Islamic education, Arabic language, or social studies. Apparently, based on their experience with the science, mathematics, and English language textbooks, parents rated the textbooks as poorly constructed and designed, inappropriate and uninteresting, and rarely presented in an understandable manner. Parents suggest that their attitude toward the educational system is consistent with that of their child, by reporting that their child rarely spoke positively, and mainly spoke negatively, about the new Omani currlulum.

Finally, most parents reported that the new Omani curriculum in Islamic values, Arabic culture, Omani heritage, and modern science and technology is not suitable for the education of their children.

The negative attitude of the community, illustrated by the parents' report, must be addressed immediately because children tend to (and may have already) adopted the attitude of their parents and community. A negative attitude toward education would greatly affect the participation of the student in hisor her own education and greatly impair the educational system as a whole.

Therefore, it is recommended that (a) additional research into the parents' attitudes (and students attitudes) toward the new Omani curriculum be conducted, and (b) a plan to improve the parents' attitudes be developed and conducted at the earliest date.

Increased public relations should be developed both on the national and district level. The net result of such a campaign should be the development of a positive relationship between the educational personnel at each school and the community they service. Parents must be incouraged to participate in the school district. For, example, a parent-teacher organization would give parents a means by which to have input into the planning and development of formal and informal educational activites.

Few parents reported that they used parent-teacher conferences to discuss the progress of their child's education. This ia an important tool for both parents and teachers and should be encouraged.

Finally, investment by parents in some educational needs, such as equipment and materials (library, textbooks, etc.) that might best be meet by the community (i.e., through the monetary or trade contributions of parents toward these resources), would also serve to improve parent attitudes through participation.

IX. GENERAL DISCUSSION

A. Differences in Response to the Questionnaire Between Personnel Groups (Teachers versus Supervisors versus Administrators)

Considering first that portion of the questionnaire that addressed general curriculum issues (theory, process and practice of classroom activities, and resources), differences between teachers, supervisors, and administrators were limited to items on the Omani educational objectives, methods of instruction and student assessment, and teacher's manual resource. The responses given to each of these sections of the questionnaire differed most greatly between administrators and supervisors who reported the greatest and least satisfaction respectively. Teacher response to these same sections of the questionnaire fell intermediate to that of supervisors and administrators, but closest to that of administrators. Teachers, supervisors, and administrators reported similar levels of satisfaction for textbook resources.

Qualitatively, the mean response given by each personnel group to Omani educational objective items, methods of instruction and student assessment items, textbook resource items, and teacher's manual resource items indicated "frequent" agreement or satisfaction, while the mean response given to human and physical resource items indicated dissatisfaction.

As was recommended previously (see list of recommendations, Number 10), the Ministry of Education should take immediate action to upgrade the human and physical resources in two ways. First, in each subject matter area, the Ministry should identify and correct (if possible) in a district-by-district manner, any severe deficits in personnel, materials, facilities, and/or equipment. Second, the Ministry should develop and implement a long-range (3 to 5 year) plan to upgrade and standardize these resources throughout the country.

Teachers and supervisors responded similarly to the process of curriculum development items, finding the progress of curriculum development in Oman to be "frequently" satisfactory.

Teachers and supervisors of Islamic education, Arabic language, mathematics, science, and, for the most part, social studies gave similar levels of support for the content of their subject matter area. In contrast, English language teachers and supervisors differed significantly in their evaluation of the English language curriculum content. English teachers reported greater satisfaction with the English language curriculum content than supervisors. The qualitative response given to the English language curriculum content items by supervisors was, in fact, neutral (neither satisfactory nor dissatisfactory). Additional investigation into the differences between English language teachers and supervisors may be necessary.

but should be deferred until the new English language curriculum, currently being redesigned and rewritten as an independent project, has been established. However, designers of the new English curriculum should consider these results and should assess the differences between teachers and supervisors again during the formative evaluation of the new curriuulum.

B. Differences in Reponse to the Questionnaire as a Function of the Demographic and/or Academic Background of the Respondents

In the final analysis of the influence of the demographic and academic variables on teacher, supervisor, and administrator response to various sections of the questionnaire, the patterns that emerge suggest (a) different variables influence different personnel groups in either a widespread (across the sections of the questionnaire) or specific way (one certain section of the questionnaire); and (b) one variable, district of employment, has global effects across personnel groups and sections of the questionnaire. These patterns, illustrating the influence of the demographic and academic variables, are given below first by their effect on each personnel group and then by their effect, if any, across personnel groups.

1. Islamic Education Teachers

Islamic education teacher response to each section of the questionnaire was not influenced by the demographic or academic background of the Islamic education teacher.

2. Arabic Language Teachers

Arabic language teacher response was influenced by the Arabic language teacher's nationality, district of employment, teaching experience, and amount of in-service training.

The effect of in-service training time on Arabic language teacher response was found to lie between the strongly positive response given by Arabic language teachers who had received 4 to 12 months of in-service training and the rather neutral response of Arabic language teachers who had received 1 to 2 years of in-service training. The effect of the in-service training variable on Arabic language teacher response was limited to the content found in the Omani educational objective, textbook resource, and the Arabic language currlulum content portions of the questionnaire. The interpretation of these results lies in the special circumstances surrounding Arabic language teachers who attended 1 to 2 years of in-service training. These teachers are required to attend 1 to 2 years of in-service training to compensate for their lack of pre-service training in education. Thus, the results suggest that the use of in-service training as a substitute for pre-service training is not successful in fostering the development of the Omani educational objectives, the appropriate knowledge and use of available textbooks, or the appropriate application of the Arabic language curriculum content.

An effect of teaching experience was found in the Arabic language teacher's response to human and physical resource items and teacher's manual resource items. In both cases, Arabic language teachers who had 4 to 6 years of teaching experience reported greater satisfaction with these resources than Arabic language teachers who had 1 to 3 years of teaching experience. The effect of teaching experience was not completely linear, since teaching for more than 6 years did not confer the same advantages as teaching 4 to 6 years.

Arabic language teacher nationality influenced the response that they gave to Omani educational objective items, process of curriculum development items, and Arabic language curriculum content items. In response to Omani educational objective items, Arabic language teachers of non-Omani nationality reported greater agreement than Arabic language teachers of Omani nationality. In response to the process of curriculum development items and to general items in the Arabic language curriculum content (one subsection of the Arabic language curriculum content section of the questionnaire), Omani Arabic language teachers reported greater satisfaction than non-Omani Arabic language teachers.

A systematic and specific effect of district of employment was found in the Arabic language teachers response to methods of instruction and student assessment technique items and textbook items. In each case, Arabic language teachers from Wousta reported the greatest satisfaction, thus differing statistically from the teachers from the district of Dakhilyah and/or Sharqiyah.

As was recommended previously (see list of recommendations, Number 17), classroom activities and the availability and utilization of textbooks in the districts of Dakhilyah and Sharqiyah should be compared to that of Wousta. This type of comparison may provide insight into (a) the critical differences in the application of the prescribed classroom activities that result in signficant differences in satisfaction; and (b) inadequacies in the distribution and/or use of the textbooks. Once identified, these differences can be addressed, if necessary, through the development of a workshop designed specifically to correct the problem.

3. Mathematics Teachers

Mathematics teacher response was influenced little by the demographic and academic background of the mathematics teacher. Differences that were obtained (gender by theory and district by process and practice of classroom activities) must be interpreted as highly specific to the information assessed. In the first case, gender differentiated the response given to Omani educational objective items. Male mathematics teachers were in less agreement with the Omani educational objective items than female mathematics teachers. In the second case, mathematics teachers from Dhahirah reported much less satisfaction with the methods of instruction and student assessment techniques than did mathematics teachers from other districts.

Given the global effects of district of employment, further investigation into differences among mathematics teachers, attributable to district of employment, is recommended. A special study should be conducted in the district of Dhahirah to identify why mathematics teachers in this district are less satisfied with the process and practice of classroom activities than mathematics teachers from other districts. If the results prove that there is really less satisfaction among mathematics teachers in Dhahirah, a workshop should be designed to train these teachers in different strategies for teaching the mathematics curriculum material.

4. Science Teachers

Science teacher response was greatly influenced by where the science teacher had received his or her in-service training. A statistically significant effect of this variable (location of in-service training) was found in the analyses of the Omani educational objective items, methods of instruction and student asessment items, all resource items, process of curriculum development items, and the science curriculum content items. In each case, science teachers trained outside Oman reported greater agreement or satisfaction than science teachers trained inside Oman. This suggests that the type of in-service training found within Oman does not adequately train science teachers. It may be necessary to change the type of information currently specified within the in-service training program, and, for those currently teaching, develop a workshop on the implementation of all aspects of the new Omani curriculum.

Finally, among science teachers from Batinah, a degree of dissatisfaction much greater than among science teachers of most other districts was found with the human and physical resources. As was previously recommended (see list of recommendations, Number 11), a special study should be conducted in the district of Batinah to identify why science teachers in this district are less satisfied with the human and physical resources than science teachers from other districts. If the results prove that there is really less satisfaction among science teachers in Batinah, a workshop should be designed to train these teachers in the proper utilization of personnel, materials, facilities, and/or equipment. A comparison with the human and physical resources found in other districts may be necessary to isolate the difficulty in Batinah. It should be noted that administrators (see below) from Batinah also reported dissatisfaction with the human and physical resources. Thus, any investigation into the human and physical rsources in Batinah should include an evalutation of these resources from the administrators' point of view also (see list of recommendations, Number 14).

5. Social Studies Teachers

Social studies teacher response to process and practice items, all resource items, process of curriculum development items, and geography curriculum content items was influenced greatly by the number of workshops the social studies teacher had attended. Each significant result supports the use of workshops among social studies teachers as a method of increasing the level of satisfaction within the Omani educational system.

In response to the civics education curriculum content, a small difference was isolated between social studies teachers of Omani nationality and social studies teachers of non-Omani nationality. In this analysis, the non-Omani teachers reported statistically greater satisfaction with the civics education; although, the qualitative response given by both groups indicated a high level of satisfaction.

An effect of district of employment was found in the response given by social studies teachers to the methods of instruction and student assessment items. Among social studies teachers, those from Janoubiyah reported far less satisfaction with the methods of instruction and student asessment techniques than those teachers from Roustaq. These two districts represent the extreme positive and negative responses and offer, perhaps, ideal cases in which to study why the prescribed classroom activities might by sufficient on one hand and insufficient on another.

As was recommended previously (see list of recommendations, Number 7), a special study should be conducted in the district of Janoubiyah to identify why social studies teachers in this district are less satisfied with the methods of instruction and student assessment techniques than social studies teachers from Roustaq. The comparison of the classroom activities between these two districts should provide the necessary information to isolate only specific difficulty to Janoubiyah. Once the difficulty has been isolated a special workshop should be developed to provide the social studies teachers from Janoubiyah with more useful strategies (identified from the study of Roustaq) in methods of instruction and student assessment.

6. English Language Teachers

English language teacher response to Omani educational objective items, methods of instruction and student assessment items, some resource items, process of curriculum development items, and English language curriculum content items was primarily influenced by the English language teacher's district of employment. In fact, any effect of district of employment was greatest among English language teachers.

In all but a very few analyses, English language teachers from Janoubiyah reported less satisfaction or agreement with the Omani curriculum than English language teachers from all other districts. This prevailing effect suggest some general level of dissatisfaction among English language teachers in Janoubiyah.

English language teacher response to methods of instructin and student assessment techniques was also influenced by the number of workshops the teachers had attended; although, the pattern of influence did not support the use of workshops as a tool to instruct English language teachers in classroom activities. Typically, as the number of workshops attended increased, the satisfaction with the classroom activities decreased.

7. Supervisors

Supervisor response to Omani educational objective items, method of instruction and student assessment items, and all resource items was influenced very little by the demographic and academic background variables. In the single significant analysis, teaching experience by theory, a statistically significant difference was found among supervisors, such that supervisors who had 7 to 10 years of teaching experience reported less satisfaction with the

Omani educational objective than supervisors who had less than 7 or more than 10 years of teaching experience.

8. Administrators

Administrator response to human and physical resources items was the only group of questionnaire items influenced by the administrator's demographic or academic background.

The administrator's response to the availability and quality of the human and physical resources was influenced by the administrator's district of employment, location of in-service training, and workshop attendance.

Administrators from Batinah reported less satisfaction with the human and physical resources than administrators from Wousta. (See the recommendation described in the discussion of science teachers.)

Administrators trained inside Oman reported less satisfaction with the human and physical resources than administrators trained outside Oman. Again, this points to some deficiency in the training program inside Oman, thus suggesting the need for training the administrators on the appropriate use of *available* human and physical resources.

Finally, increasing workshop attendance tended to increase the amount of satisfaction with human and physical resources; however, this increase is not significant until at least 3 workshops have been attended.

No demographic or academic variables influenced all personnel groups across every section of the questionnaire. In fact, with the exception of district of employment, the responses given by each personnel group to Omani educational objective items, process and practice of classroom activity items, all resource items, and curriculum development items, did not globally influence the respondents.

District of employment posed an interesting problem. Frequently, a significant effect of district of employment was found; however, no specific differences between two or more districts could be isolated. The focus in this presentation was on those cases where specific group differences were found. However, one cannot ignore the typical non-specific effect of district of employment at almost all levels of this questionnaire (administrators and Islamic education techers are the exception). It is possible that some other variable, highly correlated to district of employment, had a global effect on personnel responses that were incompletely expressed. As a result, a weak non-specific effect of district of employment was found. Further investigation is needed to identify the nature of this second variable. Because the additional information is not currently available, it has been recommended that differences between districts be addressed by comparing in a content-specific manner, those districts that reported the greatest satisfaction with those that reported the least in a content-specific manner.

Finally, one variable, academic preparation, was not found to significantly influence the response given to any currlulum area by any personnel group. In the series of analyses assessing the effect of academic preparation, especially among teachers, the distribution of subjects across the eight levels of academic preparation was highly skewed by the majority of respondents who had obtained a university degree. Inspection of the mean responses given to the various curriculum areas by teachers and supervisors as a function of academic preparation finds the "unusual" responses to occur typically in cases where the number of respondents is very small. This latter group of respondents is composed of personnel who had obtained a non-university degree. An impact of academic preparation on the response given by teachers, and to a lesser extent by supervisors, may have occurred when the teacher's or supervisor's academic preparation was through a non-university program. However, the sample of teachers and supervisors who did not have a university degree was too small to draw reliable conclusions. This study can conclude, however, that academic preparation does not have an impact on administrator response by curriculum items, and (b) teacher or supervisor response by teachers or supervisors who have obtained univerity degrees.

C. The Relationship Between Each of the Five Factors and the Responses Toward Other Questionnaire Items by Each Personnel Group

Teacher, supervisor, and administrator response to the items in Part I Section B: Opinion Survey of the questionnaire indicated that the majority of personnel regarded each of the five factors as highly important. The content of each factor is given below as a reminder to the reader.

Factor I.	The role of the curriculum content and practice in developing the various components of the student's personality (holistic versus single component)
Factor II.	The type of management policy in the classroom (democratic versus authoritarian); the degree of freedom for the teacher in choosing his/her own approach
Factor III.	The emphasis of the curriculum centered on the student
Factor IV.	Relating the curriculum to everyday life and the student's social and cultural heritage
Factor V.	The importance of developing the student's thinking abilities.

It was expected that the attitude of the teachers, supervisors, and administrators toward each factor would be reflected in their response to all other portions of the questionnaire.

By assessing the relationship between the respondents' attitude toward the factor (whether positive or negative) and their response to different aspects of the curriculum, it was possible to determine the fundamental strength of the factor with regard to each aspect of the curriculum. Thus, if a factor is well represented in the curriculum, respondents who strongly support it (positive attitude) should also report the most positive response to the curriculum items and respondents who do not support it (negative attitude) should report the least positive response to the curriculum items.

In those analyses that suggest that the respondents did not find a given concept, as defined by a particular factor, relevant to the conceptual development and application of the Omani educational system, it is recommended that additional emphasis be placed on the importance of these factors during in-service training. In addition, curriculum designers should, during future curriculum revisions, assess the clarity of the concepts in each factor.

1. Islamic Education Teachers

The responses given by the Islamic education teachers to each section of the questionnaire were rarely related to their attitude toward each of the five factors. A brief summary is given below.

a. The responses given to the Omani educational objective items and to the Islamic education curriculum content items were positively related to the attitude of the Islamic education teacher toward Factor I (the importance of developing the various components of the student's personality). In addition, the responses given to the Omani educational objective items were also related to Factor V (the importance of developing the student's thinking abilities).

b. The responses given to classroom activity items and human and physical resource items were positively related to the attitude of Islamic education teachers toward Factor II (the use of a democratic classroom management policy and the freedom to choose one's own style of teaching).

c. The responses given to textbook resource items, teacher's manual resource items, and to the process of curriculum development items were not statistically related to the attitude toward any factor.

d. Factor III (the importance of a student-centered curriculum and Factor IV (the importance of integrating the student's everyday life, social and cultural heritage into the curriculum, respectively) were not reflected in the responses Islamic education teachers gave to any section of the questionnaire.

2. Arabic Language Teachers

The responses given to theory, classroom activity, and Arabic language curriculum content items by Arabic language teachers were positively related to the responses that they gave to all factors, except Factor III (the importance of having a student-centered curriculum). In the latter case, the Arabic language teachers' attitude toward developing a student-centered curriculum was not related to the level of satisfaction that they reported for the classroom activity items, but was positively related to the responses given to theory and curriculum content items.

The responses given to all resource items and to the process of curriculum development items by Arabic language teachers were unrelated to the attitude that they had toward Factor I (the importance of developing the student's personality), Factor II (a democratic classroom management policy), and Factor III (a student-centered curriculum. In the analyses of the teacher's manual and the process of curriculum development, the responses given by Arabic language teachers were unrelated to the attitude reported toward Factor V (the importance of developing thinking abilities). In contrast, the Arabic language teacher's attitude toward the importance of integrating the curriculum into the student's everyday life and social and cultural heritage (Factor IV) was positively related to all questionnaire sections, except human and physical resources.

3. Mathematics Teachers

The pattern of results obtained for the mathematics teachers was similar to that of the Arabic language teachers. A positive relationship was obtained between all factors and the mathematics teacher's response to theory and classroom activity items. The responses given to resource items, process of curriculum development items, and the mathematics curriculum content items were, in contrast, related to few, if any, of the factors.

A significant positive relationship was found between the mathematics teacher's attitude toward Factor IV (integrating the student's social, cultural, and everyday life into the curriculum) and their response to the textbook resources, teacher's manual resources and the mathematics curriculum content. The mathematics teacher's response to the mathematics curriculum content items was also found to be related to their attitude toward Factor V (importance of developing the student's thinking abilities).

Finally, the mathematics teacher's response to the curriculum development items was related only to Factor II (democratic classroom management policy and the freedom to choose one's own teaching style).

4. Science Teachers

Like the Islamic education teachers, the responses given by science teachers to each section of the questionnaire was largely unrelated to their attitude toward any of the factors. The few exception included a) a significant positive relationship between Factor II (classroom management policy and choosing a teaching style) and the responses given to the Omani educational objective items; b) a significant positive relationship between Factor IV (integration of the student's everyday life and social and cultural heritage into the curriculum) and the responses given to the textbook and teacher's manual resource items; and c) a significant positive relationship between Factors II, III, IV, and V and the responses given to the science curriculum content items.

5. Social Studies Teachers

The response given by social studies teachers to all questionnaire sections except theory and curriculum content, was largely unrelated to these teachers' attitudes toward the five factors. The exceptions to this statement include a) a positive relationship between each factor and the social studies teachers' response to the Omani educational objectives (theory items), and b) a positive relationship between each factor and the social studies teachers' response to the social studies curriculum content.

Finally, Factor V (developing the student's thinking abilities) was positively related to the method of instruction and student technique items, and Factor IV (relating the student's everyday life, social life, and cultural herigate to the curriculum) was positively related to the human and physical resource items.

6. English Language Teachers

English language teacher response to the Omani educational objective items and to the methods of instruction and student assessment items was positively related to the English language teacher's response to all factors except Factor V.

The response given to each resource section was positively related to the English language teacher's attitude toward Factor I (importance of developing the student's personality). In addition, the response given to human and physical resource items was positively related to Factor III (emphasis of a student-centered curriculum) and Factor IV (relating the student's everyday life, social life, and cultural heritage).

The response given to process of curriculum development items was positively related to Factors III (emphasis of a student-centered curriculum and Factor IV (relating the student's everyday life, social life, and cultural heritage to the curriculum. The English language teacher's response to the English language curriculum content was positively related to Factor I (developing the student's whole personality) and Factor III (emphasis of a student-centered curriculum).

7. Supervisors

Supervisor response to all resource items as well as to the process of curriculum development items was not related to their attitude toward any factor. In contrast, the supervisors response to the Omani educational objective items was positively related to all factors, except Factor II (classroom management policies). Moreover, the response given to classroom activity items by supervisors was positively related to their attitude toward Factors II and III (classroom management policies and student-centered curriculum, respectively).

8. Administrators

Administrator response to many sections of the questionnaire was positively related to one or more of the factor variables. The specific positive relationships isolated in these analyses are as follows.

a. The administrator's response to the Omani educational objectives was positively related to their attitude toward Factor II (type of management policy in the classroom), Factor III (emphasis on student-centered curriculum), Factor IV (relating the curriculum to everyday life and the student's social and cultural heritage) and Factor V (developing the student's thinking abilities);

b. The administrator's response to the classroom activity items was positively related to Factor I (developing the various components of the student's personality), Factor IV (relating the curriculum to everyday life and the student's social and cultural heritage) and Factor V (developing the student's thinking abilities);

c. The administrator's response to human and physical resource items was positively related to Factor I (developing the various components of the student's personality);

d. The administrator's response to textbook resource items was positively related to Factor II (type of management policy in the classroom) and Factor III (emphasis on student-centered curriculum);

e. The administrator's response to the teacher's manual items was positively related to Factor I (developing the various components of the student's personality), Factor II (type of management policy in the classroom), Factor III (emphasis on student-centered curriculum), and Factor V (developing the student's thinking abilities).

LIST OF RECOMMENDATIONS

The following is a list of recommendations stated in the main text of Chapter 6. Each recommendation is stated along with the issue or problem that the respective recommendation addresses.

Recommendation Number	Problem Statement	Recommendation
1.	To treat the problem of low support by Omani Arabic language teachers for the Omani educational objectives,	it is recommended that: a) in the immediate future, Arabic language teachers receive training, through the in-service training program, on the Omani educational objectives; in addition to the current instruction they receive on subject-matter content (See also Recommendation No. 29.); and b) on a more permanent basis, junior colleges for teacher training as well as the College of Education in Sultan Qaboos University should provide pre-service trianing of the Omani Arabic language teachers on the Omani educational objectives.
2.	To clarify why English language teachers from Janoubiyah neither agreed nor disagreed as a group with the Omani educational objectives,	it is recommended that additional investigation into the organization of English language teachers and their supervision and administrative support within the District of Janoubiyah be conducted.
3.	To identify variables that may act as the source of differences between districts in regard to the general response given by all personnel groups to theory items on the questionnaire,	it is recommended that additional investigation within the administration (e.g., management, supervisory support, community leadership) of each district be conducted.

Recommendation Number	Problem Statement	Recommendation
4.	To reinforce a positive relationship between the five educational factors (I - V) and theory items among supervisors, science teachers and English language teachers,	it is recommended that during in-service training additional emphasis be placed on the importance of the relationship between the five educational factors (I - V) and theory items.
5.	To address the low response to practice and process items by certain Arabic language teachers,	it is recommended that workshops on the appropriate use and outcome of the prescribed methods of instruction and student assessment techniques be developed and conducted in those district (Dakhilyah and Sharqiyah) where the response to these questionnaire items was weak.
6.	To address the variability in response to practice and process items by mathematics teachers,	it is recommended that workshops on the appropriate use and outcome of the prescribed methods of instruction and student assessment techniques be developed and conducted with consideration for the differences in need district by district.
7.	To increase and reinforce positive responses to practice and process items by social studies teachers, particularly in Jonoubiyah,	it is recommended that workshops on the appropriate use and outcome of the prescribed methods of instructions and student assessment techniques be developed and conducted in the District of Janoubiyah where the response to these questionnaire items was weak (as compared to Roustaq) and further that for social studies teachers from all districts, attendance at more than three in-service workshops be encouraged.

Recommendation Number	Problem Statement	Recommendation
8.	To reinforce the adoption of better methods of instruction and student assessment techniques,	it is recommended that the Ministry of Education, Department of Curriculum Development, develop and conduct a yearly conference, during which representatives from each district should present successful models for classroom instruction and student assessment and further that incentives, such as merit money and/or certificates of achievement, be used to reward both specific teachers and whole districts for the development of the "best" or "most innovative" models presented at each conference.
9.	To facilitate a positive correlation between response to educational factors (I - V) and the response given to theory items,	it is recommended that the content of the in-service training program which addresses the relationship between educational factors and theory items be re-evaluated and redesigned so that the training will incorporate the concept of each educational factor into the instruction and application of classroom activities as it pertains to the curriculum of each specific subject matter area.
10.	To remedy the low satisfaction among all personnel groups to human and physical resource items as compared to other resource items,	it is recommended that the Ministry of Education take immediate action to upgrade human and physical resources in two ways: a) for each subject matter area, identify the specific deficits in personnel, materials, facilities and/or equipment in a district by district manner, and provide aid to correct these deficits as soon as possible; and b) develop and implement a longer-term plan to

Recommendation Number	Problem Statement	Recommendation
		upgrade and standardize these resources throughout the country within a three-to-five year period at maximum.
11.	To clarify the reason for low satisfaction among science teachers in the District of Batinah for human and physical reosurces,	it is recommended that the availability and quality of staff, facilities, material and equipment that science teachers have in Batinah be assessed closely, and perhaps compared to those of Janoubiyah (where satisfaction is higher), in order to isolate and correct the specific deficits in the district.
12.	To address the fact that science teachers trained in Oman reported less satisfaction with human and physical resources than science teachers trained outside of Oman,	it is recommended that workshops for Omani science teachers to discuss teaching strategies, given the currently available human and physical resources, be developed and conducted, until the Ministry of Education can properly assess and correct the quality and availability of the human and physical resources.
13.	To address the fact that English language teachers from Janoubiyah reported significantly lower satisfaction than English language teachers from other districts, with the Omani curriculum generally and human and physical resources in particular.	it is (urgently) recommended that an investigation be conducted on the ongoing activity within the English language department of Janoubiyah.
14.	To clarify the reason for low satisfaction among administrators in the District of Batinah with human and physical resources,	it is recommended that the availability and quality of staff, facilities, material and equipment generally in Batinah be assessed, and perhaps compared to those of Wousta (where satisfaction is higher), in order to isolate and eliminate the specific deficits in the district or the change the perception if appropriate.

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Recommendation Number	Problem Statement	Recommendation
15.	To address the fact that administrators trained in Oman reported less satisfaction with human and physical reosurces than administrators trained outside of Oman,	it is recommended that workshops for Omani administrators to discuss strategies in the utilization of the currently available human and physical resources, be developed and conducted, until the Ministry of Education can properly assess and correct the quality and availability of the human and physical resources.
16.	To facilitate a positive correlation between response to educational factors (I - V) and the use of human and physical resources,	it is recommended that new content be integrated into the in-service training programs addressing the relationship between educational factors and human and physical resources.
17.	To clarify the reason for low satisfaction among Arabic language teachers in the District of Sharqiyah with textbook resources,	it is recommended that a comparison study between Arabic language textbook resources, distribution and use in Sharqiyah (where satisfaction is lowest) and Wousta (where satisfaction is highest) be conducted; and further, based on findings in the study, that a workshop on the use of textbooks be developed and conducted for these teachers.
18.	To address the fact that science teachers who received in-service training in Oman reported less satisfaction with textbook items than science teachers trained outside of Oman,	it is recommended that a re-evaluation and redesign of the in-service training program in science be conducted in order to better instruct Omani science teachers on strategies spelled out by the curriculum designers regarding textbooks.

Recommendation Number	Problem Statement	Recommendation
19.	To address the fact that social studies teachers who attended more than three in-service train-workshops reported greater satisfaction with textbook items than social studies teachers who attended fewer workshops,	it is recommended that all social studies teachers be encouraged to attend more than three training workshops.
20.	To address the fact that English language teachers from Janoubiyah reported significantly lower satisfaction than English language teachers from other districts, with the English language textbooks,	it is (urgently) recommended that an investigation be conducted on the ongoing activity within the English language department of Janoubiyah.
21.	To facilitate a positive correlation between response to educational factors (I - V) and the use of textbooks among all personnel groups,	it is recommended that new content and discussion be integrated into the in-service training programs addressing how the primary goals of the Omani curriculum (as stated in the educational factors (I - V) are implemented in the textbooks.
22.	To address the fact that supervisors reported low satisfaction with the teacher's manual,	it is recommended that the Ministry of Education, Curriculum Development Department develop and conduct a conference with supervisors to further investigate the supervisors' opinion of the teacher's manual and identify whether the supervisors are resistant to change and/or if there are improvements they might suggest for the manual, warranting either or both a new design for the training manual and/or training workshops for supervisors.

Recommendation Number	Problem Statement	Recommendation
23.	To address the fact that science teachers who received in-service training in Oman reported less satisfaction with teacher's manual items than science teachers trained outside of Oman,	it is recommended that a re-evaluation and redesign of the in-service training program in science be conducted on the use of the teacher's manual.
24.	To address the fact that social studies teachers who attended more than three in-service training workshops reported greater satisfaction with teacher's manual items than social studies teachers who attended fewer workshops.	it is recommended that workshops to instruct social studies teachers in the use of the teacher's manual should continue and that all social studies teachers be encouraged to attend more than three workshops.
25.	To facilitate a positive correlation between response to educational factors (I - V) and the use of the teacher's manual among all personnel groups,	it is recommended that new content and discussion be integrated into the in-service training programs addressing how the primary goals of the Omani curriculum (as stated in the educational factors [I - V]) are implemented in the teachers manual.
26.	To address the fact that science teachers who received in-service training in Oman reported less satisfaction with the process of curriculum development than science teachers trained outside of Oman,	it is recommended that a re-evaluation and redesign of the in-service training program in science be conducted on the contribution science teachers make in the development of the curriculum.
27.	To facilitate a positive correlation between response to educational factors (I - V) and the process of curriculum development among all personnel groups,	it is recommended that new content and discussion be integrated into the in-service training programs addressing how the primary goals of the Omani curriculum (as stated in the educational factors [I-V]) are implemented in the process of development of the Omani curriculum.

Recommendation Number	Problem Statement	Recommendation
28.	To facilitate a positive relationship between Islamic education curriculum content and the educational factors (I - V) among Islamic education teachers,	it is recommended that the Islamic education curriculum content be re-evaluated to insure that the content specifically reflects the concepts expressed in the educational factors and further that workshops be designed and conducted to address the relationship between the Islamic education curriculum content and the concepts used to develop the curriculum.
29.	To reinforce the perception of a positive relationship between Arabic language curriculum content and educational factors II - V by Arabic language teachers who teach Grades 1 and 2,	it is recommended that workshops be developed and conducted for Arabic language teachers who teach Grades 1 and 2 to reinforce the relationship between the curriculum content in Arabic languages and educational factors II - V.
30.	To reinforce the perception of a positive relationship between mathematics curriculum content and educational factors I - III,	it is recommended that additional investigation be conducted regarding the design of the mathematics curriculum and further that the relationship between the mathematics curriculum and the educational factors I - III be reinforced in mathematics teacher and supervisor in-service training.
31.	To address the fact that parents reported low satisfaction with many aspects of the Omani educational system,	it is recommended that additional investigation into parental attitude be conducted and further that a plan to improve parental attitude be developed and conducted at an early date.
32.	To address the fact that mathematics teachers in Dharirah reported less satisfaction with process and practice items than mathematics teachers from other districts.	it is recommended that additional investigation comparing the practice of classroom activities among mathematics teachers in Dharirah with mathematics teacher from other districts be conducted, and if appropriate, a training workshop for those teachers

Recommendation Number	Problem Statement	Recommendation
		should conducted on instructional methods and student assessment.

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PREPARATORY LEVEL
PART II

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APPENDIX A

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2. Supervisor's Questionnaire
   Part I : Section A: Supervisor Information

   It should be noted here that all the sections and parts mentioned above under the title "Teachers Questionnaire" were revised according to Supervisors' functions. Then they were administered to the selected Supervisors' samples.

3. Administrator's Questionnaire
   Part I : Section A: Educational Administrators Information

   It should be noted here that all the section and parts mentioned above under the title "Teacher's Questionnaire" were revised according to Administrators' functions. Then they were administered to the selected Administrators' samples.

4. Parent's Questionnaire
   Part I : Section A:Parent Information
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TEACHER'S QUESTIONNAIRE

PART I
SECTION A: GENERAL INFORMATION
PREPARATORY LEVEL
(FOR TEACHERS ONLY)

In front of the following items, please indicate the appropriate information pertaining to you as a preparatory teacher by using (X) for such indication:

1. Sex : ---- Male ---- Female

2. Nationality : ---- Omani ---- Non-Omani

3. School District:

---- Capital
---- Al-Batinah
---- Al-Roustaq
---- Al-Dhakhaliyah
---- Al-Dhahirah
---- Al-Sharqiah
---- Al-Wousta
---- Al-Janoubiyah
---- Musandam

4. The Preparatory grade level (class) in which you teach:

---- First Grade
---- Second Grade
---- Third Grade

5. Subject-matter you teach in Preparatory level:

---- Islamic Studies
---- Arabic
---- Mathematics
---- Science
---- Social Studies
---- English

6. ---- Time of your teaching:

---- Morning period

---- Afternoon period

7. Average Number of students in your class

---- Less than 25 students

---- Between 25 to 30 students

---- More than 35 students

8. Number of years you taught

---- From one to three years

---- From four to six years

---- More than ten years

9. Number of years you taught in the Sultanate of Oman:

---- From one to three years

---- From four to six years

---- From seven to ten years

---- More than ten years

10. Your Educational Preparation:

---- University Graduate (Educational Degree)

---- University Graduate (Non-Education Degree)

---- Graduate of Teacher Institute
(2 years after Secondary School)

---- Graduate of Teacher Institute
(1 year after Secondary School)

---- Graduate of Teacher Institute
(5 years after Preparatory School)

---- Graduate of Teacher Institute
(3 years after Preparatory School)

---- Secondary School Graduate

---- Preparatory School Graduate

---- Primary School Graduate

---- Did not Finish Primary School

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11. Duration of In-Service Training in your area of specialization:

---- Did not attend any in-service training

---- In-service training for less than a month

---- In-service training from one to three months

---- In-service training from four to six months

---- In-service training from seven to twelve months

---- In-service training from one to two years

12. Where did you attend your In-service training:

---- Sultanate of Oman

---- Outside the Sultanate of Oman

13. How many workshops did you attend in order to apply the Omani Curriculum effectively:

---- Did not attend any workshop

---- One workshop

---- Two workshops

---- Three workshops

---- More than three workshops

PART I
SECTION B: TEACHERS OPINION ON THE EDUCATION PROCESS
PREPARATORY LEVEL
(For Teachers)

Introduction: The following is a list of statements concerning some ideas about Education Process. Some of the statements are of a general nature; and some apply specifically to the curriculum you teach and implement. Please react to each statement by indicating your judgement as to the success of the Omani English Language Curriculum in realizing its goals in accordance with the following criteria:

Fully................	(by 91% or more)........	5
To a great extent....	(by 61% to 90%).........	4
Sometimes............	(by 31% to 60%).........	3
Seldom...............	(1% to 30%).............	2
Rarely...............	(by less than 1%).......	1

Following each statement, please cricle the number (only one) which reflects your evaluation:

	Fully	To a great extent	Sometimes	Seldom	Rarely
1. Emotional development and social development are as important in the evaluation of a student's progress as academic achievement. ...	5	4	3	2	1
2. The true view of education is to so arrange learning that the student gradually builds up a storehouse of knowledge that he can use in the future.	5	4	3	2	1
3. The learning of proper attitudes is often more important than the learning of subject matter.	5	4	3	2	
4. The healthy interaction among students is just as important in school as the learning of subject matter.	5	4	3	2	1
5. In Omani schools, learning which is organized around life experiences is more desirable than learning organized around subject matter..	5	4	3	2	1

	Fully	To a great extent	Sometimes	Seldom	Rarely
6. True discipline springs from interests, motivation, and involvement in problems relevant to the student	5	4	3	2	1
7. Subjects that sharpen the mind, like mathematics and sciences, need greater emphasis in the Omani school curriculum.	5	4	3	2	1
8. Learning is experimental; the student should be taught to test alternatives before accepting any of them.	5	4	3	2	1
9. Standards of achievement should not be the same for all students; they should vary with the student	5	4	3	2	1
10. Right from the very first grade, teachers must teach the student at the level of his ability and not at the level of the grade he is in.	5	4	3	2	1
11. Teachers should keep in mind that students have to be made to work.	5	4	3	2	1
12. It is more important that the student learn how to approach and solve problems than it is for him to recall information included in the subject matter	5	4	3	2	1
13. Each subject and activity should be aimed at developing a particular part of the student's makeup: intellectual, social, physical, or spiritual.	5	4	3	2	1
14. Students should be taught that all problems should be subjected to critical and objective analysis, whether the problems are religious, moral, economic, or social in nature.	5	4	3	2	1

	Fully	To a great extent	Sometimes	Seldom	Rarely
15. The curriculum should contain an orderly arrangement of subjects that represent the best of the Omani cultural heritage.	5	4	3	2	1
16. We should fit the curriculum to the student and not the student to the curriculum.	5	4	3	2	1
17. Teachers need to be guided in what they are to teach. No individual teacher can be permitted to do as he wishes, especially when it comes to something as important as teaching tomorrow's citizens.	5	4	3	2	1
18. The curriculum should consist of subject matter to be learned and skills to be acquired	5	4	3	2	1
19. The goals of education should be defined in accordance with the students' interests and needs, as well as by the demands of society ...	5	4	3	2	1

PART I

SECTION C: OMANI EDUCATION OBJECTIVES
PREPARATORY LEVEL
(For Teachers)

Introduction: The following is a list of statements concerning some ideas about Omani Education Objectives. Some of the statements are of a general nature; and some apply specifically to the curriculum you teach and implement. Please react to each statement by indicating your judgement as to the success of the Omani English Language Curriculum in realizing its goals in accordance with the following criteria:

Fully................(by 91% or more)........5
To a great extent....(by 61% to 90%).........4
Sometimes............(by 31% to 60%).........3
Seldom...............(1% to 30%).............2
Rarely...............(by less than 1%).......1

Following each statement, please cricle the number (only one) which reflects your evaluation:

	Fully	To a great extent	Sometimes	Seldom	Rarely
1. In general, to what extent does the Omani Educational Curriculum especially aim to develop student achievement on each of the following cognitive levels?					
a. Memory: the recall or remembering of facts, rules, concepts, generalizations, etc.	5	4	3	2	1
b. Comprehension: understanding what is being communicated but not necessarily relating it to other things.	5	4	3	2	1
c. Application: Using knowlege., methods, theories, etc., in new situations (to solve problems, for example)	5	4	3	2	1
d. Analysis: breaking something down into its component parts and understanding the inter-relationship of the parts	5	4	3	2	1
e. Synthesis: putting things together to form a new entity such as a new idea, hypothesis, or set of relationships.	5	4	3	2	1
f. Evaluation: making quantitative and qualitative judgements based on stated standards or criteria.	5	4	3	2	1
2. Develop and encourage desirable societial behavior?	5	4	3	2	1

	Fully	To a great extent	Sometimes	Seldom	Rarely
3 Reflect an ability and desire to apply what is learned from the Omani Curriculum to one's life?	5	4	3	2	1
4. Develop a loyalty to the Omani Society	5	4	3	2	1
5. Encourage the ability to work together cooperatively on group projects	5	4	3	2	1
6. Promote a consciousness of and commitment to scientific problems and issues	5	4	3	2	1
7. Develop knowledge of facts, concepts, and generalizations which make up the various subject matter of the Omani Educational Curriculum	5	4	3	2	1
8. Develop positive attitudes toward scientific knowledge and methods	5	4	3	2	1
9. To what extent does the Omani Educational Curriculum emphasize the affective aspects of the subject matter (eg. values, attitudes, etc.)	5	4	3	2	1
10. Facilitate positive attitudes and habits of expressing hunches and guesses in early stages of inquiry	5	4	3	2	1
11. To what extent has the Ministry of Education demonstrated responsibility for facilitating the Omani Educational Curriculum, through recognition that specific facilities and equipment, as well as properly trained teachers, are needed?	5	4	3	2	1
12. Promote awareness and encourage fulfillment of civic responsibilities?	5	4	3	2	1
13. Develop and encourage desirable scientific and social views?	5	4	3	2	1

	Fully	To a great extent	Sometimes	Seldom	Rarely
14. Promote an ability and desire to use language correctly in writing or talking?	5	4	3	2	1
15. Cultivate the use of the imagination in conceptualizing subject matter principles	5	4	3	2	1
16. Develop the capacity for independent study, for continuing learning outside of the classroom	5	4	3	2	1
17. Develop knowledge of facts and concepts that are basic to understanding of the Omani cultural heritage	5	4	3	2	1
18. Encourage an awareness and knowledge of scientific processess, mechanisms, and effects?	5	4	3	2	1
19. To the extent efforts are made to follow up the progress of students (from 1st to 3rd grade), to determine that the sequencing and content of the subject matter is meeting the needs of the Omani student	5	4	3	2	1
20. Facilitate an ability to relate the Omani Curriculum to everyday life	5	4	3	2	1
21. Reflect mastery of basic terms, facts, and concepts of the subject matter	5	4	3	2	1
22. Facilitate critical thinking skills, such as skills in structuring pertinent questions, or gathering and organizing data, and making generalizations, etc.	5	4	3	2	1
23. To the extent that there is evidence of long-range goals of the Omani Educational Curriculum and considering the nature and importance of the history, philosophy, and the lives ofArabic and Islamic scholars as major cultural influences	5	4	3	2	1

	Fully	To a great extent	Sometimes	Seldom	Rarely
24. To what extent is there that evidence attention is being given to coordination and integration of the Omani Educational Curriculum among the various subject matters?	5	4	3	2	1
25. Develop the ability to judge the validity of evidence and draw sound conclusions from data...	5	4	3	2	1
26. Facilitate the capacity to experience multiple loyalties (eg. Family, country, religion, culture) and identities	5	4	3	2	1
27. Promote an awareness that learning is a life-long process and continues through-out an individual's life time	5	4	3	2	1
28. Promote a positive altitude toward learning and inquiry	5	4	3	2	1
29. The Curriculum should reflect skills in analyzing issues and problems	5	4	3	2	1
30. Promote a capacity to recognize and tolerate complexity and ambiguity	5	4	3	2	1
31. Promote an appreciation for the diversity in human behavior, beliefs, and customs? ..	5	4	3	2	1

PART II
SECTION 1 A: PROCESS OF CURRICULUM DEVELOPMENT
PREPARATORY LEVEL
(For Teachers)

Introduction: The Following is a list of statements concerning the Sultanate of Oman's English Language Curriculum. Some of the statements are of a general nature; and some apply specifically to the curriculum you teach and implement. Please react to each statement by indicating your judgement as to the success of the Omani English Language Curriculum in realizing its goals in accordance with the following criteria:

Fully...............(by 91% or more).......5
To a great extent....(by 61% to 90%)........4
Sometimes...........(by 31% to 60%)........3
Seldom..............(1% to 30%)............2
Rarely..............(by less than 1%)......1

Following each statement, please circle the number (only one) which reflects your evaluation:

1. In successful curriculum development, one of the basic ingredients is the full participation - of all those who are affected by the change - in the process of development from the beginning to the end. To what extent do you feel that each of the following groups should participate in such development?

	Fully	To a great extent	Sometimes	Seldom	Rarely
a) Student	5	4	3	2	1
b) Teachers	5	4	3	2	1
c) Education administrators	5	4	3	2	1
d) Parents	5	4	3	2	1
e) Concerned groups like industry, commerce, etc.	5	4	3	2	1

2. To what extent do you feel as a teacher who implements the Omani curriculum that you have participated with your opinion, in each step of its development process:-

	Fully	To a great extent	Sometimes	Seldom	Rarely
a) In defining the objective of your subject matter	5	4	3	2	1
b) In choosing and sequencing the topics to be included in each grade level	5	4	3	2	1
c) In the way the selected material is presented in the text books	5	4	3	2	1
d) In choosing the activities that suit the students	5	4	3	2	1

	Fully	To a great extent	Sometimes	Seldom	Rarely
e) In trying out the suggested material on a small number of classes before the wide scale installation of the new curriculum ...	5	4	3	2	1
f) In evaluating every step of the development process	5	4	3	2	1
3. To what extend do you feel that your feed back to the designers was taken seriously and adopted in accomplishing each step of the curriculum development process	5	4	3	2	1
4. To what extent do you feel that each of the other affected groups was given a fair chance of participation in the curriculum development process?					
a) Students	5	4	3	2	1
b) Parents	5	4	3	2	1
c) Educational administrators	5	4	3	2	1
d) Various social groups	5	4	3	2	1
5. To what extend do you have a clear picture of the curriculum in your subject matter from grade 1 through 12?	5	4	3	2	1
6. If you did not participate in the curriculum development process, to what extent have you been informed about this curriculum during its development?					
a) At the beginning	5	4	3	2	1
b) During the development process	5	4	3	2	1
c) When you were asked to implement it	5	4	3	2	1
7. To what extent do you feel that you have been given enough and timely information about the curriculum development at each of the following stages?					
a) Defining the philosophy of curriculum development	5	4	3	2	1
b) Stating the objectives of each subject matter	5	4	3	2	1

	Fully	To a great extent	Sometimes	Seldom	Rarely
c) Choosing the topics to be included	5	4	3	2	1
d) Writing the material	5	4	3	2	1
e) Trying it out on a small sample	5	4	3	2	1
f) Evaluating the try out	5	4	3	2	1
g) Modifying the material for final version ...	5	4	3	2	1
8. The process of Curriculum development continues after it has been implemented. This results in continuous improvement of the educational materials from one year to another. To what extent do you feel that this is happening in the case of the Omani curriculum in your subject matter as indicated in the following:					
a) To what extent is each edition of the textbook improved in comparison with the one of the previous year................	5	4	3	2	1
b) At the end of every school year, to what extent are you asked to give your evaluation of the curriculum and your suggestions for its improvements	5	4	3	2	1
c) To what extent are you informed of the changes before it is given to you to implement	5	4	3	2	1

PART II
SECTION B: CURRICULUM CONTENT
ISLAMIC EDUCATION - PREPARATORY SCHOOL
GRADES 1-3
(For Teachers)

Introduction. Below are several statements concerning the Sultante of Oman's Islamic Education Curriculum. Some of the statements are of a general nature, and some apply specifically to the curriculum that you teach. Please react to each statement by indicating your judgement as to the success of the Omani Islamic Education Curriculum in realizing its goals in accordance with the following criteria:

Fully................(by 91% or more)........5
To a great extent....(by 61% to 90%).........4
Sometimes............(by 31% to 60%).........3
Seldom...............(1% to 30%).............2
Rarely...............(by less than 1%).......1

Circle the number (only one) which reflects your evaluation of the statement.

---

1. To what extent were the long-term goals taken into consideration when setting the criteria for selecting and organizing the contents of the Islamic Education Curriculum?........................ 5 4 3 2 1

2. To what extent are the number of weekly hours allocated for teaching the curriculum sufficient for realizing the desired goals of the Islamic Education curriculum?................................ 5 4 3 2 1

3. To what extent does the Islamic Education curriculum that you teach emphasize the historical aspects of Islam?.. 5 4 3 2 1

4. To what extent does the Islamic Education curriculum of the classes that you teach emphasize the philosophical aspects of Islam?..................... 5 4 3 2 1

5. To what extent does the Islamic Education curriculum encourage the students to participate in some of the special scholastic activities - such as the Religious Club and the Qur'anic recitation and memorization contests?.. 5 4 3 2 1

6. To what extent do you, as a teacher, participate in the process of developing the Islamic Education curriculum?.. 5 4 3 2 1

7. To what degree is there integration of the Islamic Education Curriculum in the Primary, Preparatory, and Secondary levels?.. 5 4 3 2 1

8. To what extent is full integration realized between the Omani Curriculum and the Islamic Education curriculum in Grades 1 through 3 at the preparatory level?.. 5 4 3 2 1

9. To what extent is there integration of the Islamic Education Curriculum and the other subjects' curricula:

   a. Islamic Education and Arabic Language?....... 5 4 3 2 1

   b. Islamic Education and Social Studies?........ 5 4 3 2 1

   c. Islamic Education and Science?.............. 5 4 3 2 1

   d. Islamic Education and Mathematics?........... 5 4 3 2 1

   e. Islamic Education and English Language?...... 5 4 3 2 1

10. To what extent does the Islamic Education curriculum encourage the students to understand that Islamic Education is not only an organized component of knowledge, but also a method of thinking and behaving as well?.. 5 4 3 2 1

11. To what extent is the practical exercise of religious worship and the institution of prayers:

   a. an integral part of the Islamic Education curriculum?................................ 5 4 3 2 1

   b. a basic component of the Islamic Education method?.................................... 5 4 3 2 1

12. To what extent does the Islamic Education curriculum encourage the students to develop the basic attitudes and skills necessary for critical thought - namely:

   a. not making hasty judgements?................ 5 4 3 2 1

   b. testing the accuracy of information?......... 5 4 3 2 1

   c. evaluating the sources of information?....... 5 4 3 2 1

   d. utilizing varied sources of information?..... 5 4 3 2 1

13. To what extent does the Islamic Education curriculum encourage students to develop the basic attitudes and skills necessary for rational thought - namely:

   a. Deductive Reasoning: applying general principles to special cases?................ 5 4 3 2 1

   b. Inductive Reasoning: deriving a general principle or basis from special cases?..... 5 4 3 2 1

14. To what extent does the Islamic Education curriculum motivate the students to read additional Islamic references on their own?............................ 5 4 3 2 1

15. The contents of the Islamic Education curriculum at the Preparatory School level (i.e., Grades 1 through 3) were designed in the form of six components of Islamic Education. To what extent do you consider that the "Separate Lessons Method" leads to the realization of the desired integration within the components of Islamic Education as stipulated in the curriculum project?............................ 5 4 3 2 1

16. The curriculum revolves around the six components of Islamic Education - namely the Holy Qur'an, the Hadith (i.e., the text tradition of the Prophet Muhammad), Islamic Creed, Fiqh (i.e., Islamic Jurisprudence), the Biogrphay of the Prophet and his Companions, and Islamic Research. To what extent does this curriculum method for dealing with these components succeed in achieving a degree of unity and integration among them?........................ 5 4 3 2 1

17. The curriculum designers selected one or two short Surahs and several Ayahs for each grade so that the students may master the recitation par excellence of the Qur'an in accordance with well established rules of pronunciation and intonation (Tajweed). They also selected several fairly long surahs for recitation (Tilaawah).

To what extent does such a selection enhance the realization of the three objectives of teaching the Holy Qur'an in Preparatory School classes - namely, the students' mastery of:

a. recitation (Tilaawah) and the rules of Tajweed?................................ 5 4 3 2 1

b. interpretation and comprehension of their meaning?.................................... 5 4 3 2 1

c. Qur'anic exegesis and memorization?.......... 5 4 3 2 1

18. To what extent is the number, length, and word difficulty of the Surahs and Ayahs assigned in each grade of the Preparatory level compatible with the students' degree of rational maturity and assimilation ability:

a. in the first grade?......................... 5 4 3 2 1

b. in the second grade?........................ 5 4 3 2 1

c. in the third grade?......................... 5 4 3 2 1

19. To what extent is the content of the Qur'anic Surahs assigned to each grade of the Preparatory level compatible with the students' abilities in the following components:

a. students' ability to read Qur'anic content?.. 5 4 3 2 1

b. students' comprehension of Qur'anic content?. 5 4 3 2 1

c. students' ability to relate the meaning to their experience in daily life?............. 5 4 3 2 1

d. students' ability to relate the Surahs' content to the other Islamic Education components in the same grade?............... 5 4 3 2 1

20. To what extent do you feel the presence of a mutual conception, or line of thought, around which part, or all, of the curriculum content in each grade of the Preparatory level revolves - leading to the presence of units each of which covers the six components of Islamic Education - with each unit revolving around one meaning and conception?.......... 5 4 3 2 1

21. To what extent do the students learn through the Islamic Education curriculum - in a practical manner (by word and deed) - the principles of Islamic ethics and the performance of prayers?................ 5 4 3 2 1

22. To what extent does the study of Islamic Education reflect on the behavior of the students:

a. in the family?.............................. 5 4 3 2 1

b. in the classroom?........................... 5 4 3 2 1

c. in the school in general?.................... 5 4 3 2 1

d. in the larger society?...................... 5 4 3 2 1

23. To what extent is the full realization of religious events incorporated into the design of the Islamic Education curriculum in a practical way so that text related to a religious event would be taught at the time of the events' occurences so as to produce a profound impact on the students' behavior by strengthening their faith and promoting prayers and other forms of worship?......................... 5 4 3 2 1

24. To what extent are the contents of the other subjects' curricula fully utilized to provide explanatory examples or establish a principle of Islamic Education, particularly:

a. the Sciences?............................... 5 4 3 2 1

b. Social Studies?............................. 5 4 3 2 1

PART II

SECTION 1B: CURRICULUM CONTENT
ARABIC LANGUAGE - PREPARATORY SCHOOL
GRADES 1-3
(For Teachers)

Introduction. Below are several statements concerning the Sultante of Oman's Arabic Language Curriculum. Some of the statements are of a general nature, and some apply specifically to the curriculum that you teach. Please react to each statement by indicating your judgement as to the success of the Omani Arabic Language Curriculum in realizing its goals in accordance with the following criteria:

Fully................(by 91% or more)........5
To a great extent....(by 61% to 90%).........4
Sometimes............(by 31% to 60%).........3
Seldom...............(1% to 30%).............2
Rarely...............(by less than 1%).......1

Circle the number (only one) which reflects your evaluation of the statement.

---

1. To what extent were the long-term goals of Omani education taken into consideration in setting the criteria for selecting and organizing the contents of the Arabic Language Curriculum?.................. 5 4 3 2 1

2. To what extent are the number of weekly hours allocated for teaching the curriculum sufficient for realizing the desired goals of the Arabic Language curriculum in each grade listed below:

   a. Grade 1.................................. 5 4 3 2 1

   b. Grade 2.................................. 5 4 3 2 1

   c. Grade 3.................................. 5 4 3 2 1

3. To what extent does the Arabic Language curriculum encourage the students to engage in extracurricular activities, such as clubs, contests, and exhibitions? 5 4 3 2 1

4. To what extent does the Arabic Language curriculum reflect continuity and integration between Preparatory, and Secondary Levels?.................... 5 4 3 2 1

5. To what extent is there integration of elements in the Arabic Language curriculum for the Preparatory level between Grades 1, 2, and 3?......... 5 4 3 2 1

6. To what extent is there integration between the Arabic Language curriculum and the curricula for other subjects:

    a. Arabic Language and Islamic Education?....... 5 4 3 2 1

    b. Arabic Language and Social Studies?.......... 5 4 3 2 1

    c. Arabic Language and Science?................. 5 4 3 2 1

    d. Arabic Language and Mathematics?............. 5 4 3 2 1

    e. Arabic Language and English Language?........ 5 4 3 2 1

7. Throughout the reading book series, *Read* ("Iqra"), used at the Preparatory level, the "three alternatives" method is employed in determining the meaning of words and phrases, even though other methods (such as the use of diversified objective questions) would be possible to obtain the desired results. To what degree do you think there must be compliance with the "three alternatives" method which is now emphasized?......... 5 4 3 2 1

8. The contents of the three language book series, *My Language* ("Lughati") for the Preparatory level include the study of "syntax, parsing, inflection, declination construction, inference, lexicon, and dictation into written symbols." To what extent is the study of these elements appropriate to a student's mental development, needs, and ability to acquire language proficiency?...................... 5 4 3 2 1

9. To what degree do you prefer the method of the fundamentals of Arabic grammar (such as words in the nominative or indicative form, in the accusative or subjective form, and in the genetive form) which may result in the study of a topic more than once *rather than* the method of teaching the fundamentals *in the context* of their topics only once?.................. 5 4 3 2 1

10. To what degree is there the need for emphasizing the following aspects of the Arabic Language curriculum when selecting the contents of My Language ("Lughati") for the Preparatory level:

   a) the functional aspect of the language?......... 5 4 3 2 1

   b) the relationship between construction and meaning?...................................... 5 4 3 2 1

11. Some educators consider the content of the language book series My Language ("Lughati") for the Preparatory level to be too elaborate in its presentation of topics, and that say that this makes the students bored because students are unable to follow the the instruction and grasp the information. To what extent do you agree with this criticism?.............. 5 4 3 2 1

12. One of the distinct features of the Arabic language books at the preparatory level is the emphasis on objective questions over essay questions. To what extent is this feature suitable for teaching Arabic language at the Preparatory level?................... 5 4 3 2 1

The Arabic Language Curriculum for grades 1, 2, and 3 of the preparatory level includes the reading series Reading (IQRA) and the language series My Language (LUGHATI). Therefore, the remaining items of the questionnaire are divided into units that address the specific books used for each grade.

Grade 1, Series A, reading book, Reading ("Iqra")

13. To what extent does the book ensure a diversity of topics in:

   a) contents?................................. 5 4 3 2 1

   b) pharaseology?............................. 5 4 3 2 1

14. To what extent has attention been paid to quantitative and qualitative gradation for selection of topics and texts?.. 5 4 3 2 1

15. To what extent do the six topics included in the contents of the books adequately enable the student to achieve the following skills:

a) silent reading: rapid reading speed and comprehension without whispering the words or moving the lips?...................... 5 4 3 2 1

b) oral reading:

1) pronunciation and fluency?............... 5 4 3 2 1

2) tone and interpretation?................. 5 4 3 2 1

3) communication of meaning (resolution, exclamation, interrogation, negation, etc.) through convincing sound modulation?............................. 5 4 3 2 1

c) listening:

1) rapid perception?........................ 5 4 3 2 1

2) better and attentive listening?.......... 5 4 3 2 1

3) mental concentration?.................... 5 4 3 2 1

4) attentiveness to the speaker?............ 5 4 3 2 1

d) linguistic expression:

1) oral?.................................... 5 4 3 2 1

2) written?................................. 5 4 3 2 1

16. The diversified topics include both interesting phraseology and content. They comprise fiction, poetry, the verse of the Quran "Al-Duha," and one hadith from the prophethood tradition. To what extent is this scope and variety helpful to students in developing the skills of literary appreciation?................................. 5 4 3 2 1

17. To what extent do you consider that the organization of the content and educational experiences is appropriate to the students' mental development with regard to:

a) educational experiences?...................... 5 4 3 2 1

b) subject matter?............................. 5 4 3 2 1

c) logic of sequencing, continuity, and transition, from easy to difficult, and from simple to complex?........................... 5 4 3 2 1

18. To what extent do the contents encourage the students to practice independent learning and its acceptance with willingness and true disposition?............... 5 4 3 2 1

Grade 1, Series B, language book, *My Language* ("Lughati")

19. The content of the book, *My Language* ("Lugati") used for Grade 1 includes the nominal clause, the verb 'to be', etc. To what extent does the study of these "construction" topics help students:

a) to differentiate between intricacies of construction?............................ 5 4 3 2 1

b) to attain sound grammatical expression in writing, dictation, conversation, and recording?............................... 5 4 3 2 1

20. To what degree do you think that the study of the contents of *My Language* ("Lugati") in Grade 1 should be done through:

a) reference to linguistic concepts?............ 5 4 3 2 1

b) analogy to theories, forms and patterns of language?.............................. 5 4 3 2 1

c) an increased number of exercises that correspond to meaningful grammatical usage?... 5 4 3 2 1

21. To what extent does the study of My Language ("Lughati") help students in Grade 1 to improve their language abilities in the following areas:

a) soundness of their oral and written expression?.............................. 5 4 3 2 1

b) enlarging their perceptions and motivating them to engage in outside reading?............ 5 4 3 2 1

c) better knowledge of the characteristics of their language through the study of grammar, the use of concepts, and the understanding of analogies to linguistic forms?............. 5 4 3 2 1

22. In Grade 1, both of the books, Read ("Iqra") and My Language ("Lughati"), are used. To what degree do you see a parallel relationship between the contents of these two books, and how much do the books complement each other, in the following aspects:

a) orientation of chapters in their treatment of grammar?................................. 5 4 3 2 1

b) use of the dictionary?....................... 5 4 3 2 1

c) presentation and evaluation of linguistic forms or patterns?........................... 5 4 3 2 1

d) practice for comprehension, expression and literary appreciation?..................... 5 4 3 2 1

23. In the selection of topics and text of Read ("Iqra") used in Grade 2, to what extent does the content of the book include various religious, social, national, local and international topics of interest?.......... 5 4 3 2 1

24. It has been observed that the contents of Read ("Iqra") used in Grade 2 are divided, so as to emphasize different purposes or modes of language learning such as silent and oral reading, listening, oral speech and literary appreciation. To what degree do you think this approach contributes to teaching and language learning at this level?................. 5 4 3 2 1

25. Concerning the use of the dictionary with the book Read ("Iqua") in Grade 2, to what degree do you think students should use the dictionary in order to:

    a) search for the meaning of a word by isolating the word from the context?......... 5 4 3 2 1

    b) record the meaning next to or opposite the word?................................ 5 4 3 2 1

    c) determine the meaning of the word or phrase within the "three alternatives?"...... 5 4 3 2 1

26. To what extent do the topics and contents found in the book Read ("Iqra") provide the students in Grade 2 with the opportunity to practice oral and written expression which can be related to the students' everyday life?........................... 5 4 3 2 1

27. The reading book series Read ("Iqra") is used in Grade 1 and then continues in Grade 2. To what extent has attention been paid to relate the contents of the book for Grade 2 to the Grade 1 book with respect to sequence and expanded scope?.............. 5 4 3 2 1

28. To what degree do you think the Read ("Iqra") book for Grade 2 helps guide students toward self-instruction as a result of the interest leve, diversity, logical continuity and presentation of topics found in the book?.. 5 4 3 2 1

Grade 2, Series B language book, My Language ("Lughati")

29. Both of the books, Read and My Language ("Lughati") are used in Grade 2. To what extent are the two books coherently related so that the Read book can be used as a base for student understanding when they use the book My Language ("Lughati")?...................... 5 4 3 2 1

30. The language series My Language ("Lughati") is used in Grade 1 and then continues for Grade 2. To what extent has attention been paid to selecting the contents for the Grade 2 book so that they relate to the Grade 1 book with respect to integration, sequencing and gradation of material?.............................. 5 4 3 2 1

31. The educational content in the book My Language ("Lughati") for Grade 2 is varied and includes elements which focus on construction, vocabulary, style, dictation, etc. To what extent does the variety of content found in the book contribute to preparing Grade 2 students linguistically according to their needs and abilities?.................................. 5 4 3 2 1

32. To what extent do the contents selected for the book My Language ("Lughati") which is used in Grade 2 take into account:

a) the life experiences, interests and inclinations of students at this level?...... 5 4 3 2 1

b) concern for individual differences among students attending the class?............... 5 4 3 2 1

Grade 3, Series A reading book, Read ("Iqra")

33. The book Read ("Iqra") used in Grade 3 is part of the same series which is used in Grade 1 and Grade 2. To what degree are the contents of the Grade 3 book related to the contents of the books for Grades 1 and 2, with respect to integration and sequencing of topics and with respect to inclusion of content which is appropriately challenging for students in grade 3?.................. 5 4 3 2 1

34. To what degree do you consider that the contents of the book Read ("Iqra") for Grade 3 give sufficient treatment to lexical usage, word recognition and comprehension of linguistic forms, and impart to students in Grade 3 a vocabulary that is appropriate to their educational standard?........................ 5 4 3 2 1

35. To what extent do the reading passages and exercises contained in the book Read ("Iqra") for Grade 3 help students to achieve the following:

a) Silent reading -- skills for quick comprehension?.............................. 5 4 3 2 1

b) Oral reading -- skills in relaxed and correct pronounciation, expression of meaning and a useful understanding of pauses and conjunctions?............................ 5 4 3 2 1

c) Reading perceptively -- skills in listening attentiveness and oral comprehension?........ 5 4 3 2 1

36. To what extent do the contents of the book Read ("Iqra") for Grade 3 include social attitudes among students that may facilitate the teaching of other language or communication skills subsequent to reading? 5 4 3 2 1

37. To what extent do the topics included in the book Read ("Iqra") for Grade 3 provide an instructional basis or opportunity to train students in the following skills so that instruction for the Arabic language course can be more cohesive?

a) Improvement of listening skills.............. 5 4 3 2 1

b) Developing appreciation of literary forms.... 5 4 3 2 1

c) Developing thinking, comprehension, and critical understanding....................... 5 4 3 2 1

d) Accurate and correct reading................. 5 4 3 2 1

e) Correct expression........................... 5 4 3 2 1

Grade 3, Series B language book, My Language ("Lughati")

38. To what extent are the various elements in the book My Language ("Lughati") for Grade 3 clearly related to one another so that the contents of the book appear as a cohesive, integrated unit?...................... 5 4 3 2 1

39. To what degree do the contents of the book My Language ("Lughati") for Grade 3 bear a clear relationship and correspondence to the contents found in the My Language ("Lughati") books used by students in Grade 1 and Grade 2?..................... 5 4 3 2 1

40. In its treatment of "constructions," the book My Language("Lughati") for Grade 3 deals with verbal clauses and the elements of verbal clauses (e.g. verb, subject, and object), as well as their order of precedence. To what degree do you think treatment of this topic is suitable for Grade 3 students?.. 5 4 3 2 1

41. Some content in the book *My Language* ("Lughati") for Grade 3 deals with various types of specifications, then emphasizes the specification of numbers. To what degree is this helpful or sufficient to enable students in Grade 3 to use the specifications correctly?.. 5 4 3 2 1

42. Some content of the book *My Language* ("Lughati") for Grade 3 deals with the concepts of "indeclinables" and the "disinentially inflective" form; and the book makes note of various verbs, compound numbers, and compound names, etc., which are categorized as indeclinables. To what extent do you think the book's treatment of these topics is sufficient for introducing students to indeclinables and their use?............. 5 4 3 2 1

43. The book *My Language* ("Lughati") for Grade 3 presents students with the concepts of lexicon and inference of meaning. To what extent does the treatment of these two concepts in the curriculum suffice in developing the linguistic resources of students, given the students' growth and competence at the Grade 3 level?... 5 4 3 2 1

44. To what degree do you think the contents of the book *My Language* ("Lughati") for Grade 3 is an asset in helping students accomplish the following:

    a) general language understanding and competence?................................ 5 4 3 2 1

    b) skill in grammatical construction?........... 5 4 3 2 1

    c) correct pronounciation and writing?.......... 5 4 3 2 1

45. To what degree do you think the contents of the book *My Language* ("Lughati") for Grade 3, in terms of quantity and level of difficulty, surpass the ability of students to follow and understand the topics presented in the book?............................ 5 4 3 2 1

PART II
SECTION 1B:CURRICULUM CONTENT
MATHEMATICS - PREPARATORY SCHOOL
GRADES 1-3
(For Teachers)

Introduction. Below are several statements concerning the Sultante of Oman's Mathematics Curriculum. Some of the statements are of a general nature, and some apply specifically to the curriculum that you teach. Please react to each statement by indicating your judgement as to the success of the Omani Mathematics Curriculum in realizing its goals in accordance with the following criteria:

Fully................(by 91% or more)........5
To a great extent....(by 61% to 90%).........4
Sometimes............(by 31% to 60%).........3
Seldom...............(1% to 30%).............2
Rarely...............(by less than 1%).......1

Circle the number (only one) which reflects your evaluation of the statement.

---

1. To what extent were the long-term goals taken into consideration when setting the criteria for for selecting and organizing the contents of the Mathematics curriculum?.............................. 5 4 3 2 1

2. To what extent are the number of weekly hours allocated for teaching the curriculum sufficient for realizing the desired goals of the Mathematics curriculum?.. 5 4 3 2 1

3. To what extent does the Mathematics curriculum encourage the students to engage in extracurricular activities, such as clubs, contests, and exhibitions?. 5 4 3 2 1

4. To what extent is there integration in the Preparatory School Mathematics curriculum Grades 1 through 3?............................. 5 4 3 2 1

5. To what extent is there continuity and integration of the Mathematics curriculum in the Primary, Preparatory, and Secondary Levels?.................... 5 4 3 2 1

6. To what extent is there integration of the Mathematics Curriculum and the other subjects' curricula:

   a. Mathematics and Islamic Education?........... 5 4 3 2 1

   b. Mathematics and Arabic Language?............. 5 4 3 2 1

   c. Mathematics and Social Studies?.............. 5 4 3 2 1

   d. Mathematics and Science?..................... 5 4 3 2 1

   e. Mathematics and English Language?............ 5 4 3 2 1

7. To what extent are the practical and field studies included in the Mathematics curriculum:

   a. an integrated part of the Mathematics curriculum?................................. 5 4 3 2 1

   b. an essential and principal component in the instructional methodology of mathematics?.... 5 4 3 2 1

8. To what extent does the Omani Mathematics curriculum encourage students to develop the attitudes and habits essential for logical thinking:

   a. Deductive Reasoning: applying general principles to special cases?............... 5 4 3 2 1

   b. Inductive Reasoning: deriving a general principle or basis from special cases?...... 5 4 3 2 1

9. To what extent does the Omani Mathematics curriculum encourage the students to develop the new attitudes and basic skills necessary for critical thinking:

   a. suspending judgement?........................ 5 4 3 2 1

   b. testing the accuracy of data?................ 5 4 3 2 1

   c. evaluating sources of data?.................. 5 4 3 2 1

   d. utilizing various sources of information?.... 5 4 3 2 1

PART II
SECTION 1B:CURRICULUM CONTENT
MATHEMATICS - PREPARATORY SCHOOL
GRADES 1-3
(For Teachers)

Introduction. Below are several statements concerning the Sultante of Oman's Mathematics Curriculum. Some of the statements are of a general nature, and some apply specifically to the curriculum that you teach. Please react to each statement by indicating your judgement as to the success of the Omani Mathematics Curriculum in realizing its goals in accordance with the following criteria:

Fully................(by 91% or more)........5
To a great extent....(by 61% to 90%).........4
Sometimes............(by 31% to 60%).........3
Seldom...............(1% to 30%).............2
Rarely...............(by less than 1%).......1

Circle the number (only one) which reflects your evaluation of the statement.

---

1. To what extent were the long-term goals taken into consideration when setting the criteria for for selecting and organizing the contents of the Mathematics curriculum?.............................. 5 4 3 2 1

2. To what extent are the number of weekly hours allocated for teaching the curriculum sufficient for realizing the desired goals of the Mathematics curriculum?.. 5 4 3 2 1

3. To what extent does the Mathematics curriculum encourage the students to engage in extracurricular activities, such as clubs, contests, and exhibitions?. 5 4 3 2 1

4. To what extent is there integration in the Preparatory School Mathematics curriculum Grades 1 through 3?................................ 5 4 3 2 1

5. To what extent is there continuity and integration of the Mathematics curriculum in the Primary, Preparatory, and Secondary Levels?.................... 5 4 3 2 1

6. To what extent is there integration of the Mathematics Curriculum and the other subjects' curricula:

   a. Mathematics and Islamic Education?........... 5 4 3 2 1

   b. Mathematics and Arabic Language?............. 5 4 3 2 1

   c. Mathematics and Social Studies?.............. 5 4 3 2 1

   d. Mathematics and Science?..................... 5 4 3 2 1

   e. Mathematics and English Language?............ 5 4 3 2 1

7. To what extent are the practical and field studies included in the Mathematics curriculum:

   a. an integrated part of the Mathematics curriculum?.................................. 5 4 3 2 1

   b. an essential and principal component in the instructional methodology of mathematics?.... 5 4 3 2 1

8. To what extent does the Omani Mathematics curriculum encourage students to develop the attitudes and habits essential for logical thinking:

   a. Deductive Reasoning: applying general principles to special cases?............... 5 4 3 2 1

   b. Inductive Reasoning: deriving a general principle or basis from special cases?...... 5 4 3 2 1

9. To what extent does the Omani Mathematics curriculum encourage the students to develop the new attitudes and basic skills necessary for critical thinking:

   a. suspending judgement?........................ 5 4 3 2 1

   b. testing the accuracy of data?................ 5 4 3 2 1

   c. evaluating sources of data?.................. 5 4 3 2 1

   d. utilizing various sources of information?.... 5 4 3 2 1

The Preparatory School Mathematics curriculum is made up of a collection of units in each grade level as indicated below:

First Grade:
- a. Unit in Algebra
- b. Unit in Geometry

Second Grade:
- a. Unit in Algebra
- b. Unit in Geometry
- c. Unit in Statistics

Third Grade:
- a. Unit in Algebra
- b. Unit in Geometry
- C. Unit in Trigonometry

10. To what extent is there integration among the units taught in each grade level in the sense that the study of a unit facilitates the student's learning of the following unit?.............................. 5 4 3 2 1

11. To what extent are the concepts taught in the algebra and geometric units in a particular grade level considered to be a prerequisite for teaching the concepts in these two subject in the next grade level? 5 4 3 2 1

12. To what extent is it appropriate to begin teaching statistics in the second grade when the maturity level of the students is taken into consideration?.... 5 4 3 2 1

13. To what extent is it appropriate to begin teaching trigonometry in the third grade?...................... 5 4 3 2 1

The level of difficulty and scope increases from first to the thrid grade level in the Geometry curriculum in the Preparatory Level as follows:

Grade 1:
- Plane Geometry

Grade 2:
- Analytical Geometry
- Geometric Transformations

Grade 3:
- Analytical Geometry
- Geometric Transformations
- Plane Geometry
- Solid Geometry

14. To what extent is this increase in difficulty and scope in the geometry sequence appropriate to the mental development of the students in the preparatory level?. 5 4 3 2 1

15. To what extent is the second grade the appropriate level to begin introducing analytical geometry?....... 5 4 3 2 1

16. To what extent is the third grade the appropriate level to introduce solid geometry with respect to the students' mental development?................. 5 4 3 2 1

17. To what extent is it appropriate to teach plane geometry only in the first and third grades and not in the second grade of the Preparatory Level?..... 5 4 3 2 1

18. To what extent is the sequencing of the geometry curriculum, (i.e., plane geometry, analytical, transformation, solid geometry) a logical sequence?... 5 4 3 2 1

19. To what extent does the algebra curriculum in the Preparatory Level introduced in terms of the concept of sets and the relations among sets facilitate learning mathematics and dealing with numbers and mathematical operations?........................... 5 4 3 2 1

20. To what extent are the concepts of set theory used in presenting not only algebra but also:

  a. Geometry?................................. 5 4 3 2 1

  b. Trigonometry?............................. 5 4 3 2 1

  c. Statistics?............................... 5 4 3 2 1

21. To what extent does the study of statistics only in the Second Grade with no continuation at the third grade of the mathematics curriculum of the Preparatory level affect the study of statistics at the Secondary level? 5 4 3 2 1

PART II
SECTION 1B: CURRICULUM CONTENT
SCIENCE - PREPARATORY SCHOOL
GRADES 1-3
(For Teachers)

Introduction. Below are several statements concerning the Sultante of Oman's Science Curriculum. Some of the statements are of a general nature, and some apply specifically to the curriculum that you teach. Please react to each statement by indicating your judgement as to the success of the Omani Science Curriculum in realizing its goals in accordance with the following criteria:

Fully................(by 91% or more)........5
To a great extent....(by 61% to 90%).........4
Sometimes............(by 31% to 60%).........3
Seldom...............(1% to 30%).............2
Rarely...............(by less than 1%).......1

Circle the number (only one) which reflects your evaluation of the statement.

---

1. To what extent were the long-term goals taken into consideration when setting the criteria for selecting and organizing the contents of the Science curriculum?.................................... 5 4 3 2 1

2. To what extent are the number of weekly hours allocated for teaching the curriculum sufficient for realizing the desired goals of the Science curriculum?.................................... 5 4 3 2 1

3. To what extent does the science curriculum at the level that you teach emphasize the historical issues of science?....................................... 5 4 3 2 1

4. To what extent does the science curriculum encourage the students to engage in extracurricular activities, such as science clubs, contests, and exhibitions?...................................... 5 4 3 2 1

5. To what extent is there integration of the Science curriculum in Grades 1 through 3 at the Preparatory Schcol level?.................................... 5 4 3 2 1

6. To what extent is there integration of the Science curriculum in the Primary, Preparatory, and Secondary Levels?.. 5 4 3 2 1

7. To what extent is there integration of the Science Curriculum and the other subjects' curricula:

   a. Science and Islamic Education?.............. 5 4 3 2 1

   b. Science and Arabic Language?................ 5 4 3 2 1

   c. Science and Mathematics?.................... 5 4 3 2 1

   d. Science and Social Studies?................. 5 4 3 2 1

   e. Science and English Language?............... 5 4 3 2 1

8. To what extent does the content and practices of the Science curriculum help students to understand that science is not only a body of knowledge but also a method of thinking and research?.................... 5 4 3 2 1

9. To what extent is the practical study in science an integral part of:

   a. the Science curriculum?..................... 5 4 3 2 1

   b. the instructional methods?.................. 5 4 3 2 1

10. To what extent does the science curriculum in the Preparatory School help the students develop the essential attitudes and habits for critical thinking:

   a. postponing judgement?....................... 5 4 3 2 1

   b. checking the validity and precision of data?. 5 4 3 2 1

   c. evaluating the sources of data?............. 5 4 3 2 1

   d. utilizing various sources to gather data?.... 5 4 3 2 1

11. To what extent does the Science curriculum help the students to develop the skills of logical thinking:

   a. Deduction: Arriving at a generalization from the study of various examples and new cases?....................................... 5 4 3 2 1

   b. Induction: Inferring from a general rule or law to special cases and examples?........ 5 4 3 2 1

12. The Science curriculum in the preparatory school includes a list of objectives that it aspires to achieve. To what extent does the science curriculum achieve the following objectives:

   a. develop the students' concern for their natural environment?......................... 5 4 3 2 1

   b. help the students to understand their environment and its phenomena?............... 5 4 3 2 1

   c. help the students to adapt to the continuing changes in their environment?............... 5 4 3 2 1

   d. help the students to identify the natural resources in the Arabic environment and Oman in particular?............................. 5 4 3 2 1

   e. help the students to perceive the role that natural resources play in raising the standard of living for both the individual and society?............................... 5 4 3 2 1

   f. help the students to identify the danger and hazards of pollution and how they could participate in protecting their environment against pollution?......................... 5 4 3 2 1

   g. help the students to develop desired scientific attitudes:

      1. Openmindedness and curiosity?........... 5 4 3 2 1

      2. Postponing judgements until they have collected all the relevant information?. 5 4 3 2 1

      3. Fighting supersitition and relating events to their real causes?............ 5 4 3 2 1

      4. Adopting the experimental technique as a way to gain knowledge?............... 5 4 3 2 1

      5. Precise observation?................... 5 4 3 2 1

6. Respect for the opinions of others and readiness to change personal opinion in the light of new information?........... 5 4 3 2 1

7. Cooperation and the ability of the individual to work in a group?........ 5 4 3 2 1

8. Independence in thinking and action?.... 5 4 3 2 1

h. helping the students to develop the scientific method of thinking and problem solving and applying this method in solving their every-day problems?.................. 5 4 3 2 1

i. helping the students to develop their appreciation for manual work and its role in social progress?........................ 5 4 3 2 1

j. helping the students develop an appreciation of the efficiency of the Universe as a system and to appreciate the natural beauty that reflects the greatness of the Almighty God?.. 5 4 3 2 1

k. discovering and developing the creative abilities of the students?.................. 5 4 3 2 1

l. discovering and developing the scientific attitude of the students?.................. 5 4 3 2 1

m. helping the students to develop the proper hygienic habits that enhance their natural physical growth through:

1. Identifying the various parts of the body and how they function to achieve physical growth?....................... 5 4 3 2 1

2. Identifying the proper nutritional habits and rules to protect themselves against diseases?...................... 5 4 3 2 1

n. Helping the students to develop reading habits as a way of self-learning?............ 5 4 3 2 1

o. Helping the students to develop their manipulative skills through using standard equipment and also through designing and making simple tools and equipment needed to study science?............................ 5 4 3 2 1

13. The science curriculum in the three grades of the Preparatory level in Oman consists of independent units in biology, physics, chemistry and geology. To what extent does this approach in organizing the science curriculum provide the students with the necessary integration that exists in the body of scientific knowledge?.. 5 4 3 2 1

14. To what extent does the Science curriculum in each grade level of the Preparatory School encourage students to develop the following skills and attitudes:

    a. fondness for and preference of the study of science?.................................. 5 4 3 2 1

    b. application of what is learned to every day life activities?............................ 5 4 3 2 1

    c. manipulation and use of apparatus and tools?. 5 4 3 2 1

    d. awareness of the role of science in enriching human life?................................ 5 4 3 2 1

    e. appreciation of scientists in general and Arab and Muslim scientist in particular because of the role they played in the progress of humanity?....................... 5 4 3 2 1

15. To what extent does the Science curriculum for each grade level in the Preparatory School fit the stage of mental development of the students in that grade regarding:

    a. the amount of scientific knowledge included?. 5 4 3 2 1

    b. the level of difficulty in presenting it?.... 5 4 3 2 1

    c. the degree of specialization emphasized by presenting the scientific knowledge as separate sciences: biology, chemistry, physics, geology, and astronomy?............. 5 4 3 2 1

    d. the amount of time allocated for the study of science in each grade level?............. 5 4 3 2 1

    e. the level of mastery in the manipulative skills that the students must develop to enable them to study the science curriculum in a specific grade level?.................. 5 4 3 2 1

f. the level of mental abilities needed to perceive and understand the scientific knowledge designed for each grade level?..... 5 4 3 2 1

16. To what extent are the concepts included in the Preparatory School science curriuculum for each grade appropriate to the level of maturity and development of the students at the grade level that you teach:

First Grade Preparatory Science:

Unit One: Human Body

a. The living cell and its structure?...... 5 4 3 2 1

b. The organs of the human body?........... 5 4 3 2 1

c. The sense organs?....................... 5 4 3 2 1

Unit Two: Universe and Space Navigation

a. Universe?................................ 5 4 3 2 1

b. Solar System?............................ 5 4 3 2 1

c. Space navigation, rockets and satellites?............................ 5 4 3 2 1

d. Landing men on the moon?................ 5 4 3 2 1

Unit Three: Atmosphere

a. structure of air?....................... 5 4 3 2 1

b. properties of air?...................... 5 4 3 2 1

c. weather forecasting?.................... 5 4 3 2 1

Unit Four: Structure and Properties of Matter

a. Properties of matter?.................... 5 4 3 2 1

b. Molecules theory of matter?............. 5 4 3 2 1

c. Atomic theory of matter?................ 5 4 3 2 1

d. Chemical formulae?...................... 5 4 3 2 1

e. Chemical equations?..................... 5 4 3 2 1

Second Grade Preparatory Science:

Unit One: The Planet Earth

a. Layers of the earth?.................... 5 4 3 2 1

b. Rocks?.................................. 5 4 3 2 1

c. Eathquakes and volcanoes?................ 5 4 3 2 1

d. Fossils?................................ 5 4 3 2 1

e. Natural resources?...................... 5 4 3 2 1

Unit Two: Marine Resources

a. Man's need for sea and marine resources?. 5 4 3 2 1

b. Food from the sea?...................... 5 4 3 2 1

c. Pearls, coral, and sponges?............. 5 4 3 2 1

d. Desalination of sea water?.............. 5 4 3 2 1

e. Minerals in the sea?.................... 5 4 3 2 1

Unit Three: Sound and Music

a. Wave motion?............................ 5 4 3 2 1

b. Wave propagation?....................... 5 4 3 2 1

c. Pitch, level and quality of sound?....... 5 4 3 2 1

d. Musical instruments?.................... 5 4 3 2 1

e. Reflection of sound?.................... 5 4 3 2 1

f. Echo?................................... 5 4 3 2 1

g. Resonance?.............................. 5 4 3 2 1

Unit Four: Light and Vision

a. Propagation and speed of light?.......... 5 4 3 2 1

b. Reflection of light and image formation?. 5 4 3 2 1

c. Reflection of light spherical mirrors?... 5 4 3 2 1

d. Refraction of light and formation of image through lenses?................... 5 4 3 2 1

e. Optical instruments?.................... 5 4 3 2 1

Unit Five: Principles of Chemistry

a. Role of chemistry in life?............... 5 4 3 2 1

b. Structure of the atom?................... 5 4 3 2 1

c. Valence and bonding?..................... 5 4 3 2 1

d. Chemical equation?....................... 5 4 3 2 1

e. The mole?................................ 5 4 3 2 1

f. Oxidation and reduction?................. 5 4 3 2 1

g. Carbon and its oxides?................... 5 4 3 2 1

Unit Six: Health

a. Role of Muslim scientists in the study of health?........................ 5 4 3 2 1

b. Causes of illnesses?..................... 5 4 3 2 1

c. Contagious diseases?..................... 5 4 3 2 1

d. Vaccines and serum?...................... 5 4 3 2 1

e. Drugs?................................... 5 4 3 2 1

f. Pollution and its affect on health?...... 5 4 3 2 1

Third Grade Preparatory Science:

Unit One: The Living Cell

a. Shape and structure of the cell?......... 5 4 3 2 1

b. Mitosis and miosis?...................... 5 4 3 2 1

Unit Two: Human Reproduction and Heredity

a. Human Reproduction system?............... 5 4 3 2 1

b. Zygote and embryo?....................... 5 4 3 2 1

c. Venereal diseases?....................... 5 4 3 2 1

d. Laws of heredity?........................ 5 4 3 2 1

e. Chronosomes and genes?................... 5 4 3 2 1

f. Heredity of genetic traits?.............. 5 4 3 2 1

Unit Three: Motion and Force

a. Force?	5	4	3	2	1
b. Resultant of forces?	5	4	3	2	1
c. Equilibrium?	5	4	3	2	1
d. Torque?	5	4	3	2	1
e. Couple?	5	4	3	2	1
f. Gravitational force?	5	4	3	2	1
g. Momentum?	5	4	3	2	1
h. Friction?	5	4	3	2	1
i. Work, energy, and power?	5	4	3	2	1

Unit Four: Magnetism and Electricity

a. Electric charges?	5	4	3	2	1
b. Distribution of charges on surfaces?	5	4	3	2	1
c. Electric potential?	5	4	3	2	1
d. Electric field?	5	4	3	2	1
e. Electric current?	5	4	3	2	1
f. Electric ciricuit?	5	4	3	2	1
g. Sources of electric current?	5	4	3	2	1
h. Resistance and Ohm's law?	5	4	3	2	1
i. Effect of electric current?	5	4	3	2	1
j. Electrical instruments?	5	4	3	2	1

Unit Five: Principles of Chemistry

a. Physical and chemical changes?	5	4	3	2	1
b. Hydrogen, oxygen, and water?	5	4	3	2	1
c. Acid, base and salt?	5	4	3	2	1
d. The study of elements (iron, aluminum and copper?	5	4	3	2	1
e. Fertilizer industry?	5	4	3	2	1

f. Petrochemical industry?.................. 5 4 3 2 1

g. Soap industry and bread industry?........ 5 4 3 2 1

17. Following this statement there is a list of some new topics and concepts which were introduced in the preparatory level Science curriculum. Indicate your opinion of the appropriateness of the topics and concepts to the grade level by using the following scale:

Appropriate to the grade level and should remain	5
Too easy for the grade level and should be moved to a lower grade	4
Too difficult for the grade level and should be moved to a higher grade	3
Too difficult for the preparatory school and should be moved to the secondary school	2
Should be eliminated completely	1

First Grade

a. Molecular theory of matter?................. 5 4 3 2 1

b. Heat?.. 5 4 3 2 1

c. Heat Capacity?............................... 5 4 3 2 1

d. Temperature?................................. 5 4 3 2 1

e. Chemical symbols?............................ 5 4 3 2 1

f. Chemical formulae?........................... 5 4 3 2 1

g. Molecular weight?............................ 5 4 3 2 1

h. Chemical equations?.......................... 5 4 3 2 1

Second Grade

a. Wave motion?................................. 5 4 3 2 1

b. Sound level and intensity?................... 5 4 3 2 1

c. Pitch of sound?.............................. 5 4 3 2 1

d. Quality of sound (harmonics)?................ 5 4 3 2 1

e. Laws of mirrors and lenses?..................	5	4	3	2	1

Third Grade

a. Mitosis?....................................	5	4	3	2	1
b. Miosis?.....................................	5	4	3	2	1
c. Sperm and ovum?.............................	5	4	3	2	1
d. Reproductive system?........................	5	4	3	2	1
e. Laws of heredity?...........................	5	4	3	2	1
f. Chronosomes and genes?......................	5	4	3	2	1
g. Force and work?.............................	5	4	3	2	1
h. Energy and power?...........................	5	4	3	2	1
i. Mathematical formulae for force, work, energy and power?...........................	5	4	3	2	1
j. Electric current?...........................	5	4	3	2	1
k. Electric potential and field?...............	5	4	3	2	1
l. Resistance and Ohm's law?...................	5	4	3	2	1

PART II
SECTION 1B: CURRICULUM CONTENT
SOCIAL STUDIES - PREPARATORY SCHOOL
GRADES 1-3
(For Teachers)

Introduction. Below are several statements concerning the Sultante of Oman's Social Studies Curriculum. Some of the statements are of a general nature, and some apply specifically to the curriculum that you teach. Please react to each statement by indicating your judgement as to the success of the Omani Social Studies Curriculum in realizing its goals in accordance with the following criteria:

Fully................(by 91% or more)........5
To a great extent....(by 61% to 90%).........4
Sometimes............(by 31% to 60%).........3
Seldom...............(1% to 30%).............2
Rarely...............(by less than 1%).......1

Circle the number (only one) which reflects your evaluation of the statement.

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1. To what extent were the long-term goals taken into consideration when setting the criteria for selecting and organizing the contents of the Preparatory School Social Studies curriculum?......... 5 4 3 2 1

2. To what extent are the number of weekly hours allocated for teaching Social Studies in the class schedule sufficient to achieve the desired goals of the Social Studies curriculum?...................... 5 4 3 2 1

3. To what extent does the Social Studies curriculum emphasize the historical issues of the Arab World in the grade level that you teach?.................. 5 4 3 2 1

4. To what extent does the Social Studies curriculum encourage the students to engage in extracurricular activities, such as clubs, contests, and exhibitions?. 5 4 3 2 1

5. To what extent is there integration in the Preparatory School Social Studies curriculum in Grades 1 through 3?.................................. 5 4 3 2 1

6. To what extent is there continuity and integration of the Social Studies curriculum in the Primary, Preparatory, and Secondary Levels?................... 5 4 3 2 1

7. To what extent is there integration of the Social Studies Curriculum and the other subjects' curricula:

    a. Social Studies and Islamic Education?........ 5 4 3 2 1

    b. Social Studies and Arabic Language?.......... 5 4 3 2 1

    c. Social Studies and Science?................. 5 4 3 2 1

    d. Social Studies and Mathematics?............. 5 4 3 2 1

    e. Social Studies and English Language?........ 5 4 3 2 1

8. To what extent does the Social Studies curriculum help students to perceive that social studies adopts logical thinking in building its body of knowledge?... 5 4 3 2 1

9. To what extent do practical and field work constitute an integral part of the Social Studies curriculum in the Preparatory School in Oman?.................. 5 4 3 2 1

10. To what extent are teachers successfully utilizing audio-visual aids (i.e., maps, samples of rocks and soils, educational films, and video tapes) to achieve the goals of the Social Studies curriculum in the Preparatory Schools of Oman?................. 5 4 3 2 1

11. To what extent is the sprial curriculum design (i.e., the same concepts are presented in each grade level but at gradual degrees of difficulty and scope over the grades) successful:

    a. in broadening the area that the concept covers from one grade to the next grade that follows it in the hierarachy through the implementation of the concept by providing examples?................................ 5 4 3 2 1

b. in increasing the depth of knowledge covered by the concept gradually with the rise in grade level?.................................. 5 4 3 2 1

12. To what extent does the Social Studies curriculum modify the social behavior of the students during the three years of the preparatory level to achieve the following objectives:

a. cooperation?................................. 5 4 3 2 1

b. feeling of belonging and loyalty?............ 5 4 3 2 1

c. patriotism?.................................. 5 4 3 2 1

d. exemplifying the behavior of the ideal person in society?........................... 5 4 3 2 1

13. To what extent does the Omani Social Studies curriculum encourage the students to develop attitudes and skills essential for critical thinking:

a. suspending judgement?........................ 5 4 3 2 1

b. testing the validity and precision of information?.................................. 5 4 3 2 1

c. evaluating the authenticity of sources of information?.................................. 5 4 3 2 1

d. using more than one source to gather information?.................................. 5 4 3 2 1

e. understanding the concept and practicing the methods of scientific thinking and research based on facts?............................ 5 4 3 2 1

f. developing communication skills and practicing them with effectiveness?.......... 5 4 3 2 1

14. To what extent are the separate units of geography, history, and civic education of the Social Studies curriculum at the Preparatory Level acceptable within the framework of integration fostered by the curriculum?...................................... 5 4 3 2 1

15. To what extent is the content of the Social Studies curriculum at the preparatory level successful in helping the students to form the following concepts by developing research methods of social studies:

a. understanding history and the meaning of events based on retrieval of past events?..... 5 4 3 2 1

b. understanding the historical and cultural role of Arabs and Muslims in enriching civilization?.................................. 5 4 3 2 1

c. perceiving the development and progress of the Arab World throughout history?........... 5 4 3 2 1

d. perceiving the longitudinal, historical development of some Arab nations, especially Oman?....................................... 5 4 3 2 1

e. developing an awareness of all kinds of dangers to which the Arab nation is exposed, especially the Zionist danger, and understanding the efforts to overcome this danger? 5 4 3 2 1

f. developing an interest in current events and understanding their significance?........ 5 4 3 2 1

g. perceiving time and spatial relations?....... 5 4 3 2 1

h. formation of the basic concepts in geography, economics and sociology?..................... 5 4 3 2 1

i. comprehending the concepts of development and planning?................................... 5 4 3 2 1

16. To what extent does the Social Studies curriculum at the preparatory level succeed in the domain of human interaction with the enviornment in achieving the following:

a. helping the students to understand their roles beginning with the family and progressing to the world at large so that students understand the mutual intellectual, economic, and cultural interdependence of all human beings and nations?.................................. 5 4 3 2 1

b. reaching the students at the level of their mental ability?............................ 5 4 3 2 1

c. understanding the mutual relationship between the school and home and the school and the community? 5 4 3 2 1

d. understanding the interaction between man and his environment in Oman and other environments? 5 4 3 2 1

e. developing an appreciation of the role of Omanis throughout their history in making the best use of their natural resources and environment? 5 4 3 2 1

f. understanding the necessity of protecting the environment against depletion so that its ability to produce can be conserved for a long time? 5 4 3 2 1

g. perceiving and understanding the relationship existing among the various natural phenomena and their interpretations? 5 4 3 2 1

i. understanding and developing an awareness of the functions of different governmental institutions and agencies and their relation to their social functions? 5 4 3 2 1

17. To what extent does the Social Studies curriculum in the preparatory level succeed in helping students gain the mental and manipulative skills to achieve the following:

a. read geographical maps and extract information from them? 5 4 3 2 1

b. read historical maps and extract information from them? 5 4 3 2 1

c. identify the four directions (East, West, North, South), scales, time contours, and the symbols used to represent them on maps in accordance with the students' mental development? 5 4 3 2 1

d. comprehend the given information in whatever form or shape? 5 4 3 2 1

e. comprehend the statistical data in its different forms? 5 4 3 2 1

f. comprehend graphical representations of statistics using the various graphical data?. 5 4 3 2 1

g. utilize the statistical data in its different forms?............................ 5 4 3 2 1

h. utilize the graphic data in its different forms?.. 5 4 3 2 1

i. acquire the skill in reading the given information on maps and globes and understand this information?................. 5 4 3 2 1

j. identify, analyze, and interpret geographical and astronomical locations on maps and globes and then analyze, interpret, and rationalize their distribution on maps and globes according to the intellectual ability of the students?.................................. 5 4 3 2 1

k. acquire skills in surveying social phenomena and the ability to make judgements of social issues?...................................... 5 4 3 2 1

l. implement the attitudes related to the above objectives?........................... 5 4 3 2 1

18. To what extent does the history component of the Social Studies curriculum succeed in presenting the participation of the ancient nations that inhabited the Arab World in formulating human civilizaiton?..... 5 4 3 2 1

19. To what extent does the history component of the second grade of the preparatory level succeed in helping the students to understand the various stages of development of Islamic history, especially in the the era of the formation of the Islamic state during the first decade of Islam?.......................... 5 4 3 2 1

20. To what extent does the history component of the Social Studies curriculum succeed in presenting the role of Islam in uniting the Arabs and strengthening them?.. 5 4 3 2 1

21. To what extent does the history component of the Social Studies curriculum succeed in presenting the historical roots of Arab Unity?....................... 5 4 3 2 1

22. To what extent does the history component of the third grade Social Studies curriculum succeed in achieving the following:

   a. follow up of the condition of the Arab world from the sixteenth century to the present?.................................... 5 4 3 2 1

   b. follow up of the various colonial conquerors and the attempt to relocate the Zionists?.... 5 4 3 2 1

   c. rekindle the Arabic movement and prevent the penetration of colonialism?.............. 5 4 3 2 1

23. To what extent does the civics education component of the Social Studies curriculum for the first grade preparatory level effectively achieve the following:

   a. crystalizing the foundations of the historical, geographical, and cultural aspects of Omani society?.................... 5 4 3 2 1

   b. identifying Oman's natural resources?........ 5 4 3 2 1

   c. explaining Oman's modern government, institutions, and agencies?.................. 5 4 3 2 1

24. To what extent does the civics education component of the Social Studies curriculum for the second grade preparatory level effectively achieve the following:

   a. emphasizing the importance of the family as the foundation of the Islamic Arabic society in Oman?............................ 5 4 3 2 1

   b. acknowledging the important achievements of Oman in education, youth, security, defense, health care and social welfare, communications, information, housing, construction, electricity, water, national and cultural heritage, and religious and economic affairs?.......................... 5 4 3 2 1

   c. acknowledging Omani achievements on the Arabic, Islamic, and international levels?... 5 4 3 2 1

25. To what extent does the civics education component of the Social Studies curriculum for the third grade preparatory level effectively achieve the following:

a. emphasizing the importance of the Arabic region?.................................... 5 4 3 2 1

b. emphasizing the importance of the geographic location of the Sultanate?.................. 5 4 3 2 1

c. emphasizing the importance of Arabic unity?.. 5 4 3 2 1

d. emphasizing the principles and organization of the Arab League?......................... 5 4 3 2 1

e. emphasizing the principles and organization of the United Nations and its specialized agencies?................................. 5 4 3 2 1

f. emphasizing the principles and organization of the non-aligned countries?................ 5 4 3 2 1

g. emphasizing the principles and organization of the International Islamic League and the organization's support in fighting injustices throughout the Islamic countries?........... 5 4 3 2 1

26. To what extent does the geography component of the Social Studies curriculum for the first grade preparatory level effectively present the following:

a. outlining the earth's relationship within the solar system?........................... 5 4 3 2 1

b. identifying the earth's specific land mass within the solar system and universe?........ 5 4 3 2 1

c. appreciating the efficiency of the Universe as a system and to appreciate the natural beauty that reflects the greatness of the Almighty God?................................ 5 4 3 2 1

d. identifying specific geographic locations using longitutde and latitude?.............. 5 4 3 2 1

e. emphasizing the importance of space travel in understanding the earth's geography?...... 5 4 3 2 1

f. identifying the subsystems of the universe and of the earth and its distribution of bodies of land and water?.................. 5 4 3 2 1

g. understanding the economic and strategic importance of seas, oceans, national waters, and international straits?.................. 5 4 3 2 1

h. identifying the problems of water and air pollution?.................................. 5 4 3 2 1

i. identifying the geographical distribution of mountains and plains?...................... 5 4 3 2 1

j. indicating the process of formation of the major mountain ranges of the world?.......... 5 4 3 2 1

k. indicating the economic importance of valleys for agricultural production, communications, and population density?..................... 5 4 3 2 1

l. recognizing the importance of the Arab World and its various nations, land masses, density of populations and their needs, natural land formations, and the significance of its geographical unification?.................. 5 4 3 2 1

27. To what extent does the geography component of the Social Studies curriculum for the second grade preparatory level effectively present the following:

a. distinguishing the difference between the concepts of weather and climate?............ 5 4 3 2 1

b. measuring changes in the climate and understanding the climate's effect on daily life?..................................... 5 4 3 2 1

c. identifying the formation of minerals, rocks, and soil?................................ 5 4 3 2 1

d. utilizing the school atlas as a source of information to identify the major rivers on the continents and the important valleys in Oman?..................................... 5 4 3 2 1

e. identifying the elements of climatic changes that affect the Arab World and Oman, in particular, and concluding the effective factors in general?....................... 5 4 3 2 1

f. identifying the location of major rock and soil formations and major rivers in the Arab World?.................................... 5 4 3 2 1

28. To what extent does the geography component of the Social Studies curriculum for the third grade preparatory level effectively present the following:

a. identifying the world population infrastructure, its size, distributions, and the elements that affect them and their implication on the world's population, the Arab nation's population, and Oman's population, in particular?.................. 5 4 3 2 1

b. understanding basic economic concepts and their affect on planning and development?.... 5 4 3 2 1

c. identifying specific economic concepts and terms such as production, commerce, consumption, captial, labor, income, and standard of living?.......................... 5 4 3 2 1

d. outlining the development of agriculture, the general specifics involved and the effects that agricultural problems have on the Arab World and Oman, specifically?............... 5 4 3 2 1

e. identifying agricultural production and animal husbandry in the Arab World and Oman?. 5 4 3 2 1

f. identifying the societal, cultural, Bedowin concepts and understanding the difference between changes and societal progress?....... 5 4 3 2 1

f. understanding the major features of the Arab society, its ways of life, the arts, and customs in general, and in Oman in particular?................................ 5 4 3 2 1

PART II
SECTION 1B: CURRICULUM CONTENT
ENGLISH LANGUAGE - PREPARATORY LEVEL
(For Teachers)

Introduction: The following is a list of statements concerning the Sultanate of Oman's English Language Curriculum. Some of the statements are of a general nature; and some apply specifically to the curriculum you teach and implement. Please react to each statement by indicating your judgement as to the success of the Omani English Language Curriculum in realizing its goals in accordance with the following criteria:

Fully	(by 91% or more)	5
To a great extent	(by 61% to 90%)	4
Sometimes	(by 31% to 60%)	3
Seldom	(1% to 30%)	2
Rarely	(by less than 1%)	1

Following each statement, please circle the number (only one) which reflects your evaluation:

	Fully	To a great extent	Sometimes	Seldom	Rarely
1. To what extent were the long-terms goals taken into consideration when setting the criteria for selecting and organizing the contents of the English Language Curriculum	5	4	3	2	1
2. To what extent do you consider the number of periods available for teaching the curriculum in the classes you teach sufficient for realizing the desired goals of the English Language Curriculum?	5	4	3	2	1
3. To what extent does the content of the English Language Curriculum you teach reflect an Omani cultural orientation?	5	4	3	2	1
4. To what degree does the English Language Curriculum of the classes you teach encourage the students to engage in extra-curricular activities, i.e., clubs and contests?	5	4	3	2	1
5. To what extent is there integration between the English Language Curriculum in the Elementary, Preparatory and Secondary School levels?	5	4	3	2	1

	Fully	To a great extent	Sometimes	Seldom	Rarely
6. To what extent is there integration between the English Language Curriculum and the other subjects' curricula - eg.:					
a. English and Arabic?	5	4	3	2	1
b. English and Science?	5	4	3	2	1
c. English and Social Studies?	5	4	3	2	1
d. English and Mathematics?	5	4	3	2	1
e. English and Islamic Studies?	5	4	3	2	1
7. To what extent does the English Language Curriculum strive to:					
a. increase the student's knowledge of the world?	5	4	3	2	1
b. provide the student with a foundation of skills that enable him/her to communicate orally and in writing with native and non-native speakers of English both in Oman and abroad?	5	4	3	2	1
c. enable the student to use language creatively and appropriately in various formal and informal situations and contexts	5	4	3	2	1
d) motivate the student to read on his own additional English language books, magazines and newspapers not formally taught in school?	5	4	3	2	1
8. To what degree does the English Language Curriculum provide topics, drills and exercises that promote students' mastery of the following basic language skills:					
a. listening?	5	4	3	2	1
b. speaking?	5	4	3	2	1
c. reading?	5	4	3	2	1
d. writing?	5	4	3	2	1
e. comprehension?	5	4	3	2	1
9. To what extent does the English Language Curriculum emphasize:					
a. silent reading with comprehension?	5	4	3	2	1
b. reading aloud with perfect articulation and fluency?	5	4	3	2	1

	Fully	To a great extent	Sometimes	Seldom	Rarely
10. To what extent does the content of the English Language Curriculum place an emphasis on students' speaking English correctly and fluently?	5	4	3	2	1
11. The components of the Omani English Language Course included several books: a colourful Pupil's Book which a student could not write in nor keep at the end of the school year, as well as a Workbook and a copybook which the student could write in and keep. To what extent would a single book approach in which each student got to keep his book at the end of the year have been more beneficial to the students with respect to motivation, retention, and review of material taught in previous years?	5	4	3	2	1
12. Each of the Preparatory Level Workbooks included an English glossary with an Arabic translation, but no guidance in the pronunciation of English words. To what extent were these glossaries useful to the student?	5	4	3	2	1
13. To what extent would it have been more useful to provide each student with an English-Arabic/Arabic-English dictionary that would also have a pronunciation guide for English words?	5	4	3	2	1
14. To what extent were the glossary games provided in the Workbook useful and motivating?	5	4	3	2	1
15. To what extent was translation utilized in implementing the goals of the English Language Curriculum?	5	4	3	2	1
16. In implementing the goals of the English Language Curriculum, to what degree did the teacher utilize his appropriate pronunciation?...	5	4	3	2	1
17. To what extent were the spelling lists provided in the Pupil's Book useful?	5	4	3	2	1

	Fully	To a great extent	Sometimes	Seldom	Rarely
18 To what degree was the new vocabulary utilized in this Preparatory Level:					
a. quantitatively sufficient for attaining the goals of the English Language Curriculum? ...	5	4	3	2	1
b. too difficult for the students' cultural and cognitive level?	5	4	3	2	1
19. To what extent did you find the Teacher's Book useful as a teacher's guide for planning, and presenting the course material?	5	4	3	2	1
20. To what extent were the course material (Class Cassettes) useful to teachers and students in:					
a. providing good pronunciation models?	5	4	3	2	1
b. promoting and practicing listening comprehension?	5	4	3	2	1
c. presenting difficult materials such as dialogs and songs?	5	4	3	2	1
21. To what extent did the Class Cassettes introduce the students to:					
a. British pronunciation only?	5	4	3	2	1
b. American pronunciation only?	5	4	3	2	1
c. Both American and British pronunciation? ...	5	4	3	2	1
22. To what degree were the students encouraged to borrow or make their own copies of the Class Cassettes so that they could practice on their own at home?	5	4	3	2	1
23. To what extent were films and videos used in achieving the goals of the English Language Curriculum?	5	4	3	2	1
24. To what degree were the Study Texts useful in:					
a. improving the student's silent reading speed and comprehension?	5	4	3	2	1

	Fully	To a great extent	Sometimes	Seldom	Rarely
b. providing contextual examples of new structural and functional language?	5	4	3	2	1
c. increasing the student's vocabulary? ...	5	4	3	2	1
d. offering material for listening and discussion as well as controlled oral and written work?	5	4	3	2	1
25. To what extent were the Reading for information Texts useful in:					
a. simulating articles and stories from newspapers or magazines?	5	4	3	2	1
b. encouraging students' rapid silent reading of quite difficult texts for extracting the main points and factual information?	5	4	3	2	1
26. To what degree were the Dialog Texts useful in improving the students' comprehension of spoken English?	5	4	3	2	1
27. To what extent did the content of the English Language Curriculum succeed in implementing its structural aims as follows:-					
a) revising the tenses, verbs, adverbs, and prepositions.	5	4	3	2	1
b) the use of imperative verbs; asking and answering present and past tense questions using inversion and question words.	5	4	3	2	1
c) recognizing and giving clock times.	5	4	3	2	1
d) giving directions or instructions in sequence.	5	4	3	2	1
28. To what degree did the content of the English Language Curriculum succeed in realizing its following functional aims - e.g.:					
a) making the student familiar with language that will enable him/her to give simple sequenced instruction, and directions; to make and accept invitations.	5	4	3	2	1
b) relate past events.	5	4	3	2	1
c) express greetings and congratulations.	5	4	3	2	1
d) describe people's physical and facial characteristics; etc.?	5	4	3	2	1

	Fully	To a great extent	Sometimes	Seldom	Rarely
29. To what extent did the English Curriculum content enable the students to master the following skills ...	~~5~~	~~4~~	~~3~~	~~2~~	~~1~~
a. using his/her language skills in situations likely to occur in Oman-with particular attention to the appropriate register?	5	4	3	2	1
b. following and giving oral instructions and directions?	5	4	3	2	1
c. following and understanding a conversation, or discussion on everyday topics?	5	4	3	2	1
d. taking part in a conversation, interview, and discussion?	5	4	3	2	1
e. orally requesting precise information or a service?	5	4	3	2	1
f. describing for someone an object, place or event both orally and in writing?	5	4	3	2	1
g. reporting an incident or discussion orally and in writing?	5	4	3	2	1
h. explaining a process or a procedure orally and in writing?	5	4	3	2	1
i. giving a short public address welcoming a visitor, introducing a speaker, or expressing gratitude?	5	4	3	2	1
j. taking notes in English or Arabic on what has been heard or read?	5	4	3	2	1
k. providing an oral or written summary of what has been heard or read?	5	4	3	2	1
l. developing silent reading skills for study purposes, making use of reference books, and retrieving information from table of contents and indixes?	5	4	3	2	1
m. scanning a text for specific information? ...	5	4	3	2	1
n. recognizing and understanding the development of an argument or idea in what is read - distinguishing the main ideas from supporting instances and examples?	5	4	3	2	1
o. translating letters, notes, reports, and memoranda from and into English?	5	4	3	2	1
p. writing formal and informal letter?	5	4	3	2	1

	Fully	To a great extent	Sometimes	Seldom	Rarely
30. To what extent did the curriculum content cover specialized vocabulary and topics from a multitude of language domains so as to prepare the students for eventual university study where the language of instruction in the majority of the disciplines will be English:					
a. the personal domain?	5	4	3	2	1
b. the social domain?	5	4	3	2	1
c. the national domain?	5	4	3	2	1
d. the international domain?	5	4	3	2	1
e. the scientific domain?	5	4	3	2	1
f. the literary and cultural domain?	5	4	3	2	1
g. the geo-political domain?	5	4	3	2	1
31. To what degree does the English Language curriculum's content encourage the students to think creatively, and to be independent thinkers?	5	4	3	2	1
32. To what extent does the English Language Curriculum encourage the students to develop the directions and basic skills necessary for rational thought - namely:					
a. deductive reasoning: applying general principles to special cases?	5	4	3	2	1
b. inductive reasoning: deriving a general principle or basis from special cases?	5	4	3	2	1

PART II
SECTION B: "CLASSROOM ACTIVITIES"
METHODS OF INSTRUCTION AND STUDENT ASSESSMENT
PREPARATORY LEVEL
(For Teachers)

Introduction: The following is a list of statements concerning methods of instruction and student assessment in the preparatory level. Some of these statements are of a general nature; and some apply specifically to the curriculum you teach and implement. Please react to each statement by indicating your judgement as to the success of the Omani English Language Curriculum in realizing its goals in accordance with the following criteria:

Fully	(by 91% or more)	5
To a great extent	(by 61% to 90%)	4
Sometimes	(by 31% to 60%)	3
Seldom	(1% to 30%)	2
Rarely	(by less than 1%)	1

Following each statement, please circle the number (only one) which reflects your indication:

1. When teaching assignments are made, to what degree is consideration given to factors such as :					
a. academic background of teachers?	5	4	3	2	1
b. teaching experience?	5	4	3	2	1
c. preference of teachers?	5	4	3	2	1
2. To what degree are test instructions clear and explicit?	5	4	3	2	1
3. To what extent do you provide a continual (daily, lesson-by-lesson, or unit-by-unit) evaluation of students in a formative manner	5	4	3	2	1
4. To what extent are students encouraged to develop investigations on their own?	5	4	3	2	1
5. To what extent do you use the different methods of instruction suggested in the curriculum to suit below average, average and superior students?	5	4	3	2	1

	Fully	To a great extent	Sometimes	Seldom	Rarely
6. To what degree have preparatory school teachers received In-Service or other training regarding assessment and performance measures?	5	4	3	2	1
7. To what extent are students encouraged to question evidence, challenge loose thinking and develop hypotheses as an accepted part of classroom behaviour?	5	4	3	2	1
8. To what extent is the assessment method used throughout instruction designed to provide:	5	4	3	2	1
a. interim reports of student progress?	5	4	3	2	1
b. specific diagnoses of student strengths and weaknesses?	5	4	3	2	1
c. information to both the student and the teacher?	5	4	3	2	1
9. To what extent are tests designed to avoid reading rate and comprehension contamination?	5	4	3	2	1
10. To what degree do teachers' schedules include adequate time to make preparations for field and practical activities, as well as for classroom teaching?	5	4	3	2	1
11. To what degree does the teacher explain to the students the specific competencies (i.e., behaviors, skills, and concepts) that the students are to attain?	5	4	3	2	1
12. To what extent is assessment of student achievement made in terms of success in meeting objectives specified by the curriculum.	5	4	3	2	1
13. To what degree do your classroom procedures confirm with the objectives of the course you teach?	5	4	3	2	1
14. To what extent are the test items clear and concise?	5	4	3	2	1

	Fully	To a great extent	Sometimes	Seldom	Rarely
15. To what extent does the school library (if any) include a good selection of professional books, periodicals, newsletters, or other current subject matter information?	5	4	3	2	1
16. To what degree do you prefer that the tests in preparatory school be made by:					
a. teachers	5	4	3	2	1
b. the school	5	4	3	2	1
c. the school district	5	4	3	2	1
17. To what degree are the tests representative of different test item types (eg. true-false, completions, multiple choice, etc.)?	5	4	3	2	1
18. To what degree does studying society help students improve their communication skills through activities such as listening, reading, writing, and logical thinking?	5	4	3	2	1
19. To what extent do tests contain a few items simple enough for all students to answer?	5	4	3	2	1
20. To what degree are test grades based on:					
a. Criterion reference	5	4	3	2	1
b. Normative reference	5	4	3	2	1
21. To what degree does your student assessment plan use techniques and instruments such as the following:					
a. non-written performance tests?	5	4	3	2	1
b. objective tests?	5	4	3	2	1
c. essay examinations?	5	4	3	2	1
d. teacher observation?	5	4	3	2	1

	Fully	To a great extent	Sometimes	Seldom	Rarely
22. To what degree do your tests assess:					
a. recall of facts	5	4	3	2	1
b. comprehension	5	4	3	2	1
c. ability to analyze	5	4	3	2	1
d. ability to apply	5	4	3	2	1
e. problem-solving	5	4	3	2	1
23. To what degree are tests used to provide data from which reports to parents and transcripts are prepared?	5	4	3	2	1
24. To what degree do the existing examinations in your school and school district account for individual differences of students?	5	4	3	2	1
25. To what degree are regular teacher meetings held to discuss problems of implementation and improvement of the Omani curriculum?	5	4	3	2	1
26. To what extent is student assessment used in revising and improving instructional activities?	5	4	3	2	1
27. To what degree are final tests used to provide a basis on which grades for the course are assigned?	5	4	3	2	1
28. To what degree does your assessment plan reflect balanced emphasis among conceptual schemes, process skills, social aspects and values and attitutdes?	5	4	3	2	1

PART II

SECTION C: HUMAN AND NON-HUMAN RESOURCES (STAFF, EQUIPMENT, FACILITIES & MATERIALS)

PREPARATORY LEVEL

(For Teachers)

Introduction: The following is a list of statements concerning the Human and Non-Human Resources (staff, equipment, facilities and materials). Some of the statements are of a general nature and some apply specifically to the curriculum you teach and implement. Please react to each statement by indicating your judgement as to the success of the Omani English Language Curriculum in realizing its goals in accordance with the following criteria:

Fully................(by 91% or more)........5
To a great extent....(by 61% to 90%).........4
Sometimes............(by 31% to 60%).........3
Seldom...............(1% to 30%).............2
Rarely...............(by less than 1%).......1

Following each statement, please circle the number (only one) which reflects your evaluation:

	Fully	To a great extent	Sometimes	Seldom	Rarely
1. To what extent are the classrooms adequate in number and size for the number of students in the class?	5	4	3	2	1
2. To what degree are adequate quantities of the following provided:					
a. books for teachers?	5	4	3	2	1
b. books for students?	5	4	3	2	1
3. To what degree are non-specialized teachers used to teach in the preparatory school.	5	4	3	2	1
4. To what extent does your school district have sufficient number of qualified supervisory personnel to assist in implementing the Omani Curriculum?	5	4	3	2	1
5. Rate the rooms where you teach your course relative to the folowing characteristics:					
a. proper ventilation	5	4	3	2	1
b. electrical outlets where needed	5	4	3	2	1
c. room darkening capability	5	4	3	2	1

	Fully	To a great extent	Sometimes	Seldom	Rarely
d. adequate facilities for large and small group instruction and independent study	5	4	3	2	1
e. adequate space for storing equipment and materials	5	4	3	2	1
f. adequate space for student project work	5	4	3	2	1
6. To what extent are teachers instructed in the use of equipment and materials?	5	4	3	2	1
7. To what degree are preparatory school teachers given released time for In-Service training to implement the Omani curriculum	5	4	3	2	1
8. To what extent are teachers responsible for the selection of equipment and materials?	5	4	3	2	1
9. To what extent does the Ministry of Education contribute to the professional improvement of the preparatory school teachers?	5	4	3	2	1
10. To what degree are suitable types of basic audio/visual equipment and instructional aids provided for and readily available to:					
a. teachers for instructional purposes?	5	4	3	2	1
b. students for project work?	5	4	3	2	1
c. students for team work?	5	4	3	2	1
d. students for individual work, both during and outside of classroom time?	5	4	3	2	1
11. To what extent are items of audiovisual equipment available for immediate use	5	4	3	2	1
12. How adequate are the school's policies for reviewing teacher assignments in terms of academic teaching and other qualifications?	5	4	3	2	1
13. To what degree does your school district conduct In-Service workshops in implementing the Omani curriculum?	5	4	3	2	1

	Fully	To a great extent	Sometimes	Seldom	Rarely
14. To what extent have the preparatory school teachers participated in seminars, In-Service training and workshops dealing with recent developments in education?	5	4	3	2	1
15. To what extent are the materials, equipment and services in the school room kept in good working order?	5	4	3	2	1
16. To what extent do teachers work with other teachers to coordinate teaching according to the Omani curriculum guidelines?	5	4	3	2	1
17. How adequate do you think the preparation of the teachers in learning theory and current teaching methods is in order to implement the Omani curriculum?	5	4	3	2	1
18. How adequate do you think the professional preparation of the teachers is, with regard to the subject-matter?	5	4	3	2	1

PART II
SECTION D: TEXTBOOKS
PREPARATORY LEVEL
(For Teachers)

Introduction: The following is a list of statements concerning the Textbook. Some of the statements are of a general nature; and some apply specifically to the curriculum you teach and implement. Please react to each statement by indicating your judgement as to the success of the Omani English Language Curriculum in realizing its goals in accordance with the following criteria:

Fully	(by 91% or more)	5
To a great extent	(by 61% to 90%)	4
Sometimes	(by 31% to 60%)	3
Seldom	(1% to 30%)	2
Rarely	(by less than 1%)	1

Following each statement, please circle the number (only one) which reflects your evaluation:

	Fully	To a great extent	Sometimes	Seldom	Rarely
1. To what degree does the student's textbook:					
a. reflect instructional objectives of the curriculum	5	4	3	2	1
b. conform to the developmental stages of the students in terms of vocabulary readability and facilitating understanding	5	4	3	2	1
c. satisfy needs and develop interests and motivations of students	5	4	3	2	1
d. present characters or situations with which the student can identify	5	4	3	2	1
e. help to develop critical thinking	5	4	3	2	1
f. conform to the achievement level of the students	5	4	3	2	1
2. To what degree is the textbook satisfactory in terms of:					
a. logical sequencing of subject matter and learning tasks	5	4	3	2	1
b. accuracy of information	5	4	3	2	1
c. recency of information	5	4	3	2	1
d. integration of the concepts and topics	5	4	3	2	1
e. flexibility and variations between concepts, topics and textbook content	5	4	3	2	1
f. integration between its content and other subject matters without unnecessary repetiion	5	4	3	2	1
g. its content and amount of instructional time allowed	5	4	3	2	1

	Fully	To a great extent	Sometimes	Seldom	Rarely
3. If the textbook you use has exercises that you use as student homework or classwork, please answer the following questions:					
a. To what extent are there some exercises that help in diagnosing the weaknesses of the students?	5	4	3	2	1
b. To what degree are the activities suggested in the textbook practicable?	5	4	3	2	1
c. To what extent are the activities suitable to the students of this age group?	5	4	3	2	1
d. To what extent does the student feel motivated in solving the exercise?	5	4	3	2	1
e. To what degree are the questions suitable to the mental maturity level of the preparatory age group?	5	4	3	2	1
4. To what degree is the textbook satisfactory in terms of:					
a. design and layout (titles, table of contents, tables, examples, etc.)	5	4	3	2	1
b. binding	5	4	3	2	1
c. type size	5	4	3	2	1
d. size of the book and the number of pages	5	4	3	2	1
e. number, suitability, and usefulness of illustrations to assist in learning	5	4	3	2	1
f. illustrations using realistic proportions and comparisons in relation to nature and in relation to other objects	5	4	3	2	1
g. artistic quality and attractiveness of illustration	5	4	3	2	1

PART II
SECTION E: TEACHER MANUAL
PREPARATORY LEVEL
(For Teachers)

Introduction: The following is a list of statements concerning the Teacher's Manual. Some of the statements are of a general nature; and some apply specifically to the curriculum you teach and implement. Please react to each statement by indicating your judgement as to the success of the Omani English Language Curriculum in realizing its goals in accordance with the following criteria:

Fully................(by 91% or more)........5
To a great extent....(by 61% to 90%).........4
Sometimes............(by 31% to 60%).........3
Seldom...............(1% to 30%).............2
Rarely...............(by less than 1%).......1

Following each statement, please circle the number (only one) which reflects your evaluation:

	Fully	To a great extent	Sometimes	Seldom	Rarely
1. To what extent does the teacher's manual offer adequate evaluation procedures of assessing:					
a. factual recall	5	4	3	2	1
b. comprehension	5	4	3	2	1
c. ability to analyze	5	4	3	2	1
d. ability to apply	5	4	3	2	1
e. problem-solving ability	5	4	3	2	1
2. To what extent is the content of the teacher's manual effectively communicated:					
a. presented clearly?	5	4	3	2	1
b. recent and timely?	5	4	3	2	1
3. To what degree are the ideas, suggestions and activities presented in the teacher's manual:					
a. useful and relevant	5	4	3	2	1
b. practical to implement	5	4	3	2	1
c. interesting and enjoyed by the students ..	5	4	3	2	1

	Fully	To a great extent	Sometimes	Seldom	Rarely
d. fully involving the students	5	4	3	2	1
e. suitable for the learning capabilities of:					
(i) below average students	5	4	3	2	1
(ii) average students	5	4	3	2	1
(iii) superior students	5	4	3	2	1
4. In the teacher's manual, to what degree are:					
a. subject-matter topics and activities presented in a coherent, step-by-step manner?	5	4	3	2	1
b. instructional objectives stated?	5	4	3	2	1
c. if unstated, to what degree are instructional objectives obvious:					
(i) to the teacher only	5	4	3	2	1
(ii) to both the teacher and the student	5	4	3	2	1
d. instructional objectives related to the subject matter?	5	4	3	2	1
e. objectives and procedures consistent?	5	4	3	2	1
f. these major learning outcomes represented:					
(i) cognitive	5	4	3	2	1
(ii) affective	5	4	3	2	1
(iii) psychomotor	5	4	3	2	1
g. suggestions given for a variety of activities and ideas for classroom use?	5	4	3	2	1
5. To what extent are special skills or training required before the teacher can use the teacher's manual?	5	4	3	2	1
6. To what degree do you find these deficiencies in the teacher's manual?					
a. presentation of subject matter is not orderly	5	4	3	2	1
b. teacher's manual is too conforming for the teacher	5	4	3	2	1
c. teacher's manual is too vague and lacks direction for the teacher	5	4	3	2	1
d. teacher's manual does not clearly define the expected student outcomes	5	4	3	2	1

	Fully	To a great extent	Sometimes	Seldom	Rarely
7. To what extent are a variety of evaluation methods, besides paper and pencil tests suggested?	5	4	3	2	1
8. To what extent are the teaching materials and equipment suggested by the teacher's manual					
a. available	5	4	3	2	1
b. easy to use?					
(i) by the teacher	5	4	3	2	1
(ii) by the students	5	4	3	2	1
9. To what degree is the teacher's manual helpful in:					
a. Promoting the teacher's understanding of the concept in order to be able to present it in class.	5	4	3	2	1
b. Suggesting new ideas to facilitate the students' understanding of the concepts.	5	4	3	2	1
c. Suggesting extra charts and figures to facilitate the concept acquisition	5	4	3	2	1
d. Giving more examples and non-examples of each concept.	5	4	3	2	1
e. Suggesting methods of presentation and ideas to relate the concepts to the everday life activites of the students at this age.	5	4	3	2	1
f. Providing the teacher with guidelines to design and select his own or the most relevant examples and non-examples of the concept to be taught.	5	4	3	2	1
g. Providing the teacher ideas and examples to design assessment of the student's progress.	5	4	3	2	1
10. To what degree does the teacher's manual effectively communicate:					
a. the instructional objectives	5	4	3	2	1
b. the background needed to understand the subject matter?	5	4	3	2	1
c. the subject matter itself?	5	4	3	2	1

11. To what extent do the materials and suggestions in the teacher's manual encourage development of the following instructional processes:

	Fully	To a great extent	Sometimes	Seldom	Rarely
a. listening	5	4	3	2	1
b. discussing	5	4	3	2	1
c. defining and explaining key terms and concepts	5	4	3	2	1
d. contrasting, comparing	5	4	3	2	1
e. recognizing various methods to solve problems	5	4	3	2	1

SUPERVISOR'S QUESTIONNAIRE

PART I
SECTION A: GENERAL INFORMATION
PREPARATORY LEVEL
(FOR SUPERVISORS ONLY)

In front of the following items, please indicate the appropriate information pertaining to you as a preparatory supervisor by using (X) for such indication:

1. Sex : ---- Male ---- Female

2. Nationality : ---- Omani ---- Non-Omani

3. School District:

---- Capital
---- Al-Batinah
---- Al-Roustaq
---- Al-Dhakhaliyah
---- Al-Dhahirah
---- Al-Sharqiah
---- Al-Wousta
---- Al-Janoubiyah
---- Musandam

4. The Preparatory grade level (class) in which you supervise:

---- First Grade
---- Second Grade
---- Third Grade

5. Subject-matter you supervise in Preparatory level:

---- Islamic Studies
---- Arabic
---- Mathematics
---- Science
---- Social Studies
---- English

6. ---- Time of your supervision:

---- Morning period

---- Afternoon period

7. Average Number of teachers you supervise:

---- Less than 25 teachers

---- Between 25 to 30 teachers

---- More than 35 teachers

8. Number of years you taught and supervise:

---- From one to three years

---- From four to six years

---- More than ten years

9. Number of years you taught and supervise in the Sultanate of Oman:

---- From one to three years

---- From four to six years

---- From seven to ten years

---- More than ten years

10. Your Educational Preparation:

---- University Graduate (Educational Degree)

---- University Graduate (Non-Education Degree)

---- Graduate of Teacher Institute
(2 years after Secondary School)

---- Graduate of Teacher Institute
(1 year after Secondary School)

---- Graduate of Teacher Institute
(5 years after Preparatory School)

---- Graduate of Teacher Institute
(3 years after Preparatory School)

---- Secondary School Graduate

---- Preparatory School Graduate

---- Primary School Graduate

---- Did not finish Primary School

11. Duration of In-Service Training in your area of specialization:

---- Did not attend any in-service training

---- In-service training for less than a month

---- In-service training from one to three months

---- In-service training from four to six months

---- In-service training from seven to twelve months

---- In-service training from one to two years

12. Where did you attend your In-service training:

---- Sultanate of Oman

---- Outside the Sultanate of Oman

13. How many workshops did you attend in order to apply the Omani Curriculum effectively:

---- Did not attend any workshop

---- One workshop

---- Two workshops

---- Three workshops

---- More than three workshops

ADMINISTRATOR'S QUESTIONNAIRE

PART I
Section A. EDUCATIONAL ADMINISTRATORS INFORMATION

1. Sex: ______Male ______Female

2. Nationality: _______Omani __________Non Omani

3. Please check level of your administrative responsibilities:

______ Directorate of General Education

______ School District

______ School

4. Name your school district?

________ Capital

________ Al Rustaq

________ Al Sharqiyah

________ Al Dhahirah

________ Musandam

_________ Al Batinah

_________ Al Dakhiliyah

_________ Al Wosta

_________ Al Janoubiyah

5. How many years did you teach before becoming an administrator?

____ From one to three years

____ From four to six years

____ From seven to ten years

____ More than ten years

6. How many years have you been an administrator?

_____ From one to three years

_____ From four to six years

_____ From seven to ten years

_____ More than ten years

7. What is your occupational title?

_____ Director in the Ministry of Education

_____ Director in the school district

_____ Technical Supervisor in the Curriculum Department

_____ Technical Supervisor in General Education Department

_____ Headmaster/Deputy Headmaster

8. What is the average number of teachers under your administration?

____ Less than 20

____ From 20 to 50

____ From 50 to 100

____ From 100 to 500

____ More than 500

9. What is your educational preparation? (check one)

_____ College or University Degree (in Education)

_____ College or University Degree (other than College of Education)

____ Teacher Training Institute (2 years after Secondary School)

____ Teacher Training Institute (1 year after Secondary School)

____ Teacher Training Institute (5 years after Preparatory School)

____ Teacher Training Institute (3 years after Preparatory School)

____ Secondary School Completed

____ Preparatory School Completed

____ Elementary School Completed

10. What was the length of In-Service training you received in administrative preparation? (Please check one)

____ None

____ Less than one month

____ One to three months

____ Four to twelve months

____ One to two years

11. Where did you receive this In-Service training?

____ in Oman ____ Outside Oman

12. How many workshops have you attended concerning the implementation of the Omani curriculum? (Please check one)

____ None

____ One workshop

____ Two workshops

____ Three workshops

____ Four or more workshops

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PARENT'S QUESTIONNAIRE

PART I
Section A. PARENT INFORMATION

1. Sex: ______Male ______Female

2. Nationality: ________Omani ____________Non Omani

3. What level of education have you completed? (check one)

a. ______ University or College graduate

b. ______ Secondary School graduate

c. ______ Attended Secondary School but did not graduate

d. ______ Finished Preparatory School

e. ______ Attended Preparatory School but did not graduate

f. ______ Finished Primary School

g. ______ Attended Primary School but did not graduate

h. ______ Can read and write but hold no certificate

4. In what school district do you live?

________ Capital

________ Al Rustaq

________ Al Sharqiyah

________ Al Dhahirah

________ Musandam

_________ Al Batinah

_________ Al Dakhiliyah

_________ Al Wosta

_________ Al Janoubiyah

5. How many children do you have registered in the Primary School?

____ one

____ two

____ three

____ four

____ five

____ six

____ more than six

____ I do not have any children in Primary School

6. If you have children in Primary School, in what grade(s) is each of you chilren enrolled?

____ first grade

____ second grade

____ third grade

____ fourth grade

____ fifth grade

____ sixth grade

7. Have you had children who have finished Primary School before 1978?

____ Yes

____ No

8. Do you know about the new Omani curriculum developed by the Ministry of Education & Youth after 1978?

____ Yes

____ No

9. From what sources did you get your information about the new Omani curriculum?

I heard about the Omani Curriculum

____ a. When I was asked to give my opinion about the Omani curriculum while it was developed

____ b. From freinds in the Ministry of Education & Youth.

____ c. From some of the teachers who instruct my child(ren)

____ d. Through information in the mass media

____ e. When I assisted my children with their homework.

10. How frequently do you participate in teacher-parent meetings? (Please check one)

____ a. All the time

____ b. Sometimes

____ c. Never

PART I
Section B. PARENT OPINION SURVEY

Introduction. Below are several statements about the Omani curriculum. Since we all think differently about such matters, this part of the parents' survey allows you express your beliefs and opinions. Respond to each of the statements as follows:

Mostly 5
Frequently 4
Sometimes 3
Rarely 2
Never 1

For example, if you would like to indicate Mostly to one of the following statements , you would circle "5" on the scale, next to the statement. But if you should want to indicate Never, you would circle "1". Respond to each statement as best you are able.

---

1. My child has experienced difficulties with the new Omani curriculum in:

    a. Islamic Studies 5 4 3 2 1
    b. Arabic 5 4 3 2 1
    c. Social Studies 5 4 3 2 1
    d. Mathematics 5 4 3 2 1
    e. Science 5 4 3 2 1
    f. English 5 4 3 2 1

2. My child is usually assigned enough homework. 5 4 3 2 1

3. My child usually encounters difficulties in doing his homework in the following subjects:

    a. Islamic Studies 5 4 3 2 1
    b. Arabic 5 4 3 2 1
    c. Social Studies 5 4 3 2 1
    d. Mathematics 5 4 3 2 1
    e. Science 5 4 3 2 1
    f. English 5 4 3 2 1

4. I usually help my child in doing his homework, and find:

   a. There is too much homework 5 4 3 2 1

   b. It is difficult for the child to do the homework on his own. 5 4 3 2 1

   c. I like to see the school work that the child does at home. 5 4 3 2 1

5. My child usually spends some time every day studying the subject matter that was taught to him that day. 5 4 3 2 1

6. My child usually spends his time after he comes from school in:

   a. Doing his homework only 5 4 3 2 1

   b. Studying the matherial that he covered that day in school. 5 4 3 2 1

   c. Preparaing for the next day's lessons 5 4 3 2 1

   d. Doing activities related to the school curriculum. 5 4 3 2 1

   e. Watching TV and listening to the radio 5 4 3 2 1

   f. Playing outside the house with his friends 5 4 3 2 1

7. Because of my child's textbooks are interesting, I usually read his:

   a. Islamic Studies textbooks............... 5 4 3 2 1

   b. Arabic textbooks........................ 5 4 3 2 1

   c. Social Studies textbooks................ 5 4 3 2 1

   d. Mathematics textbooks................... 5 4 3 2 1

   e. Science textbooks....................... 5 4 3 2 1

   f. English textbooks....................... 5 4 3 2 1

8. I feel that the textbooks that my child studies are:

a. well designed and printed	5	4	3	2	1
b. Attractive and interesting	5	4	3	2	1
c. Appropriate for his age	5	4	3	2	1

9. I feel that the content of my child's textbooks is:

a. Well presented and easy to understand	5	4	3	2	1
b. Supported with illustrations and pictures to make it easy to follow.	5	4	3	2	1
c. Written in a manner that makes it easy for the child to read and understand.	5	4	3	2	1
d. Written in a direct and to the point manner	5	4	3	2	1
e. Suits the abilities of the child and stimulates his interest.	5	4	3	2	1
f. Encourages the child to read	5	4	3	2	1
g. Motivates the child to do his homework	5	4	3	2	1

10. I encourage my child to tell me about what goes on in his school.	5	4	3	2	1

11. My child always talks abou the new Omani curriculum:

a. Enthusiastically	5	4	3	2	1
b. Negatively	5	4	3	2	1

12. My child usually shows that he likes:

a. The materials included in his textbooks	5	4	3	2	1
b. The activities that he does related to the subject matter he is studying at school.	5	4	3	2	1

13. The Omani curriculum encourages my child to apply what he learned at school to everyday activities outside of school.	5	4	3	2	1

14. The Omani curriculum allows my child to grow intellectually form one year to the next. 5 4 3 2 1

15. I usually assess my child's progress by:

    a. Grade reports that he receives from the school. 5 4 3 2 1

    b. Meetings with his teachers 5 4 3 2 1

16. I feel that my child's behavior has improved as the result of applying the Omani curriculum in the following situations:

    a. His interaction with the various family members. 5 4 3 2 1

    b. His friends in the community 5 4 3 2 1

    c. His iteractions with the teachers 5 4 3 2 1

17. I feel that the Omani curriculum is suitable to educate my child, especially in introducing him to:

    a. The Islamic values 5 4 3 2 1

    b. The Arabic culture 5 4 3 2 1

    c. His Omani heritage 5 4 3 2 1

    d. Modern science and technology 5 4 3 2 1

APPENDIX B

Appendix B

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Part I Section A
General and Demographic Information
(Teacher)

Item IA		Subject Taught					
		Islamic Education	Arabic Language	Math	Science	Social Studies	English Language
1. Sex?							
Male:	%	68.6	70.5	68.6	72.1	69.7	67.3
Female:	%	31.4	29.5	31.4	27.9	30.3	32.7
2. Nationality?							
Omani:	%	15.6	6.2	4.0	3.0	13.8	9.4
Non-Omani:	%	84.4	93.8	96.0	97.0	86.8	90.6
3. Name of your school district?							
Capital:	%	16.7	15.5	13.2	13.8	13.4	11.8
Al Batinah:	%	18.1	20.4	18.9	13.0	20.4	23.0
Al Roustaq:	%	9.4	9.4	8.2	8.7	13.4	13.0
Al Dakhiliyah:	%	13.0	8.3	14.5	12.3	5.6	13.7
Al Sharqiyah:	%	7.2	7.2	8.2	8.7	7.7	11.8
Al Wousta:	%	13.0	8.3	9.2	9.0	11.3	9.9
Al Dhahirah:	%	7.2	15.5	13.2	3.0	7.7	8.1
Al Janoubiyah:	%	12.3	12.7	11.3	18.1	16.2	5.0
Musandam:	%	2.9	2.8	4.4	4.3	4.2	1.7
4. What grade level(s) do you teach?							
First:	%	48.1	40.6	52.8	46.0	65.0	46.7
Second:	%	23.1	26.9	17.3	23.9	17.5	24.0
Third:	%	28.3	32.5	29.9	30.1	17.5	29.3
5. At what time do you teach?							
Morning:	%	92.6	87.0	92.6	92.4	91.6	54.5
Afternoon:	%	7.4	13.0	7.4	7.6	8.4	45.5

Item IA con't

		Subject Taught					
		Islamic Education	Arabic Language	Math	Science	Social Studies	English Language
6. What is the average number of students in your class?							
Less than 25:	%	20.3	30.1	23.7	21.5	17.2	15.5
From 25 to 35:	%	35.5	24.3	27.6	30.4	26.9	50.9
More than 35:	%	44.2	45.7	48.7	48.1	56.0	33.5
7. How many years have you been a teaching							
From one to three years:	%	26.0	16.9	12.3	8.2	16.7	10.0
From four to six years:	%	10.7	9.6	9.7	9.7	8.7	15.6
From seven to ten years:	%	15.3	20.3	37.7	32.8	21.0	74.4
More than ten years:	%	48.1	53.1	40.3	49.3	53.6	0.0
8. How many years have you been a teacher in Oman?							
From one to three years:	%	66.7	60.2	70.9	62.7	66.9	34.6
From four to six years:	%	20.7	25.3	25.3	29.9	21.1	42.1
From seven to ten years:	%	5.2	9.6	3.2	6.0	8.5	20.1
More than ten years:	%	7.4	4.8	0.6	1.5	3.5	3.1
9. What is your educational preparation?							
College or University degree (in Education):	%	49.6	43.3	85.5	82.7	59.7	22.9
College or University degree (in other than College of Education):	%	46.7	50.0	11.9	15.8	36.0	9.7
Teacher Training Institute (2 years after Secondary School)	%	0.7	2.2	0.6	0.0	0.7	49.7

Item IA con't	Subject Taught					
	Islamic Education	Arabic Language	Math	Science	Social Studies	English Language
9. What is your educational preparation (con't)?						
Teacher Training Institute (1 years after secondary School): %	1.5	1.1	0.6	0.0	2.2	4.5
Teacher Training Institute (5 years after Preparatory School): %	0.7	2.8	0.0	0.0	0.7	0.6
Teacher Training Institute (3 years after Preparatory School) %	0.0	0.6	0.0	0.0	0.7	0.6
Secondary School completed: %	0.7	0.0	1.3	1.5	0.0	1.9
Preparatory School completed: %	0.0	0.0	0.0	0.0	0.0	0.0
Primary School completed: %	0.0	0.0	0.0	0.0	0.0	0.0
Without completing primary school: %	0.0	0.0	0.0	0.0	0.0	0.0
10. What was the length of In-Service training you received in the subject matter(s) you teach?						
None: %	39.8	20.8	27.4	23.0	17.0	9.4
Less than one month: %	44.1	61.1	58.9	64.8	70.4	50.4
One to three months: %	7.6	10.7	10.3	6.6	7.4	10.1
Four to twelve months: %	4.2	4.0	1.4	0.8	2.2	5.3
One to two years: %	4.2	3.4	2.1	4.9	3.0	24.7
11. Where did you receive this In-Service training?						
In Oman: %	41.0	34.4	34.8	32.3	38.0	50.4
Outside Oman: %	59.0	65.6	65.2	67.7	62.0	49.6

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Item IA con't		Subject Taught					
		Islamic Education	Arabic Language	Math	Science	Social Studies	English Language
12. How many workshops have you attended concerning the implementation of the Omani curriculum?							
None:	%	47.6	25.0	20.5	20.6	12.6	14.5
One workshop:	%	21.8	22.1	31.1	31.3	21.7	9.2
Two Workshops:	%	9.7	23.3	21.2	26.0	23.1	9.2
Three Workshops:	%	8.1	16.3	14.6	9.9	25.2	5.9
More than three Workshops:	%	12.9	12.8	12.6	12.2	17.5	61.2

Part I Section A
General and Demographic Information
(Supervisor)

Item IA		Subject Taught					
		Islamic Education	Arabic Language	Math	Science	Social Studies	English Language
1. Sex?							
Male:	%	100.0	92.9	92.3	100.0	92.9	81.3
Female:	%	0.0	7.1	7.7	0.0	7.1	18.8
2. Nationality?							
Omani:	%	42.9	14.3	0.0	8.3	7.1	23.5
Non-Omani:	%	57.1	85.7	100.0	91.7	92.9	76.5
3. Name of your school district?							
Curr Dept:	%	0.0	6.7	8.3	15.4	14.3	0.0
Capital:	%	19.0	33.3	8.3	23.1	28.6	29.4
Al Batinah:	%	9.5	6.7	75.0	7.7	7.1	5.9
Al Roustaq:	%	9.5	6.7	0.0	7.7	7.1	5.9
Al Dakhiliyah:	%	14.3	13.3	0.0	7.7	7.1	17.6
Al Sharqiyah:	%	9.5	13.3	0.0	7.7	7.1	17.6
Al Wousta:	%	14.3	6.7	8.3	7.7	7.1	5.9
Al Dhahirah:	%	9.5	0.0	0.0	0.0	7.1	5.9
Al Janoubiyah:	%	9.5	6.7	0.0	15.4	7.1	5.9
Musandam:	%	4.8	6.7	0.0	7.7	7.1	5.9
4. What grade level do you supervise?							
First:	%	50.0	70.0	33.3	33.3	66.7	100.0
Second:	%	50.0	10.0	33.3	33.3	0.0	0.0
Third:	%	0.0	20.0	33.3	33.3	33.3	0.0

Item IA con't

Subject Taught

	Islamic Education	Arabic Language	Math	Science	Social Studies	English Language
5. At what time do you supervise?						
Morning: %	63.4	81.8	*	100.0	100.0	71.4
Afternoon: %	31.6	18.2	*	0.0	0.0	28.6
6. How many teachers do you supervisor?						
Less than 20: %	0.0	0.0	0.0	9.1	23.1	5.9
From 21 to 50: %	42.9	50.0	36.4	36.4	30.8	11.8
From 51 to 100: %	52.4	25.0	63.6	45.5	38.5	82.4
From 100 to 500: %	4.8	25.0	0.0	0.0	0.0	0.0
More than 500: %	0.0	0.0	0.0	9.1	7.7	0.0
7. How many years were you a teacher?						
From one to three years: %	5.0	15.4	100.0	0.0	0.0	0.0
From four to six years: %	15.0	0.0	0.0	0.0	7.7	11.8
From seven to ten years: %	10.0	0.0	0.0	0.0	15.4	88.2
More than ten years: %	70.0	84.6	0.0	100.0	76.9	0.0
8. How many years have you been a supervisor in Oman?						
From one to three years: %	60.0	91.7	*	58.3	71.4	35.3
From four to six years: %	15.0	0.0	*	33.3	21.4	29.4
From seven to ten years: %	10.0	0.0	*	0.0	0.0	23.5
More than ten years: %	15.0	8.3	*	8.3	7.1	11.3
9. What is your educational preparation?						
College or University degree (in Education): %	70.0	81.8	0.0	83.3	92.3	56.3

Item IA con't	Subject Taught					
	Islamic Education	Arabic Language	Math	Science	Social Studies	English Language
9. What is your educational preparation (con't)?						
College or University degree (in other than College of Education): %	15.0	9.1	18.2	16.7	7.7	18.8
Teacher Training Institute (2 years after Secondary School) %	5.0	0.0	36.4	0.0	0.0	25.0
Teacher Training Institute (1 years after secondary School): %	0.0	0.0	18.2	0.0	0.0	0.0
Teacher Training Institute (5 years after Preparatory School): %	0.0	0.0	27.3	0.0	0.0	0.0
Teacher Training Institute (3 years after Preparatory School) %	0.0	0.0	0.0	0.0	0.0	0.0
Secondary School completed: %	5.0	9.1	0.0	0.0	0.0	0.0
Preparatory School completed: %	0.0	0.0	0.0	0.0	0.0	0.0
Primary School completed: %	0.0	0.0	0.0	0.0	0.0	0.0
Without completing primary school: %	5.0	0.0	0.0	0.0	0.0	0.0
10. What was the length of In-Service training you received in the subject matter(s) you supervise?						
None: %	15.0	11.1	0.0	0.0	7.1	20.0
Less than one month: %	55.0	56.7	18.2	25.0	64.3	6.7
One to three months: %	15.0	11.1	36.4	25.0	14.3	13.3
Four to twelve months: %	10.0	11.1	45.5	33.3	0.0	13.3
One to two years: %	5.0	0.0	0.0	16.7	14.3	46.7

Item IA con't		Subject Taught					
		Islamic Education	Arabic Language	Math	Science	Social Studies	English Language
11. Where did you receive this In-Service training?							
In Oman:	%	35.3	0.0	*	0.0	23.1	46.7
Outside Oman:	%	64.7	100.0	*	100.0	76.9	53.3
12. How many workshops have you attended concerning the implementation of the Omani curriculum?							
None:	%	29.4	10.0	*	8.3	9.1	6.3
One workshop:	%	5.9	50.0	*	33.3	9.1	0.0
Two Workshops:	%	23.5	10.0	*	25.0	36.4	12.5
Three Workshops:	%	5.9	0.0	*	8.3	27.3	6.3
More than three Workshops:	%	35.3	30.0	*	25.0	18.2	75.0

* Subjects gave no response to this item.

Part I Section A
General and Demographic Information (Administrator)

Item IA	Percent Response
1. Sex:	
male	78.3
female	21.7
2. Nationality:	
Omani	42.4
Non-Omani	57.6
3. Level of your administrative responsibilities:	
Directorate of General Education	1.4
School District	25.9
School	72.8
4. Name of your school district:	
Capital	13.0
Al Batinah	15.4
Al Roustaq	9.3
Al Dakhiliyah	11.1
Al Sharqiyah	8.6
Al Wousta	11.7
Al Dhahirah	14.3
Al Janoubiyah	10.5
Musandam	5.6
5. How many years did you teach before becoming an administrator?	
From one to three years	20.4
From four to six years	19.7
From seven to ten years	13.8
More than ten years	46.1

Item IA con't	Percent Response
6. How many years have you been an administrator?	
From one to three years	19.0
From four to six years	34.0
From seven to ten years	27.9
More than ten years	19.0
7. What is your occupational title?	
Director in the Ministry of Education	0.6
Director in the school district	3.8
Technical Supervisor in the Curriculum Department	12.8
Technical Supervisor in General Education Department	1.3
Headmaster/Deputy Headmaster	81.4
8. What is the average number of teachers under your administration?	
Less than 20	24.2
From 20 to 50	59.9
From 50 to 100	1.3
From 100 to 500	3.8
Over 500	10.8
9. What is your educational preparation?	
College or University degree (in Education)	49.4
College or University degree (in other than College of Education)	13.9
Teacher Training Institute (2 years after Secondary School)	10.1

Item IA con't	Percent Response
9. What is your educational preparation (con't)?	
Teacher Training Institute (1 year after Secondary school)	1.9
Teacher Training Institute (5 years after Preparatory school)	0.0
Teacher Training Institute (3 years after Preparatory School	7.0
Secondary School completed	10.1
Preparatory School completed	7.6
Primary School completed	0.0
Without completing Primary School	0.0
10. What was the length of In-Service training you received in administrative prepartion?	
None	15.9
Less than one month	19.9
One to three months	23.2
Four to twelve months	17.2
One to two years	23.8
11. Where did you receive this In-Service training?	
In Oman	39.8
Outside Oman	60.2

Item IA con't	Percent Response
12. How many workshops have you attended concerning the implementation of the Omani curriculum?	
None	46.0
One workshop	15.8
Two Workshops	12.9
Three Workshops	5.8
Greater Than Three Workshops	19.4

Part I Section B
Educational Theory
(Teacher)

Item IB 1: Emotional development and social development are as important in the evaluation of a student's progress as academic achievement.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	61.3	26.3	5.8	3.6	2.9	4.39 (0.97)
Arabic Language	47.3	37.9	3.8	5.5	5.5	4.16 (1.10)
Mathematics	49.1	37.4	4.9	5.5	3.1	4.24 (0.99)
Science	48.5	42.5	3.7	3.7	1.5	4.33 (0.84)
Social Studies	53.5	33.8	7.0	4.2	1.4	4.34 (0.89)
English Language	30.6	50.6	10.0	3.7	5.0	3.98 (1.01)

Item IB 2: The true view of education is to so arrange learning that the student gradually builds up a storehouse of knowledge that he can use in the future.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	61.3	26.3	4.4	5.1	2.9	4.38 (0.99)
Arabic Language	57.7	28.0	6.0	2.7	5.5	4.30 (1.08)
Mathematics	55.2	34.4	1.2	6.1	3.1	4.33 (0.99)
Science	55.2	34.3	3.7	3.7	3.0	4.35 (0.94)
Social Studies	44.4	45.1	4.2	3.5	2.8	4.25 (0.91)
English Language	44.0	41.5	10.7	2.5	1.3	4.25 (0.84)

Item IB 3: The learning of proper attitudes is often more important than the learning of subject matter.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	28.4	32.1	11.2	20.1	8.2	3.52 (1.31)
Arabic Language	24.0	29.7	18.9	18.9	8.6	3.42 (1.27)
Mathematics	20.9	31.3	16.0	24.5	7.4	3.34 (1.26)
Science	25.9	31.1	19.3	20.0	3.7	3.56 (1.18)
Social Studies	25.7	45.1	18.1	9.7	1.4	3.84 (0.97)
English Language	29.0	43.8	20.4	3.7	3.1	3.92 (0.96)

Item IB 4: The healthy interaction among students is just as important in school as the learning of subject matter.

	Fully 5 %	Greatly 0 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	55.2	28.4	11.2	3.7	1.5	4.32 (0.92)
Arabic Language	46.1	32.0	11.2	5.1	5.6	4.08 (1.13)
Mathematics	45.6	36.1	9.5	5.7	3.2	4.15 (1.02)
Science	49.3	32.4	14.0	3.7	0.7	4.26 (0.89)
Social Studies	49.6	36.2	12.1	1.4	0.7	4.33 (0.80)
English Language	41.5	37.7	16.4	1.3	3.1	4.13 (0.95)

Item IB 5: In Omani schools, learning which is organized around life experiences is more desirable than learning organized around subject matter.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	32.3	31.6	18.8	11.3	6.0	3.73 (1.20)
Arabic Language	38.7	31.2	13.9	8.7	7.5	3.85 (1.24)
Mathematics	27.2	29.1	20.9	17.1	5.7	3.55 (1.22)
Science	24.1	41.4	18.8	12.8	3.0	3.71 (1.06)
Social Studies	35.5	38.3	19.1	5.7	1.4	4.01 (0.95)
English Language	36.2	38.1	18.8	3.7	3.1	4.01 (0.99)

Item IB 6: True discipline springs from interests, motivation, and involvement in problems relevant to the student.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	50.7	24.3	13.2	5.1	6.6	4.07 (1.20)
Arabic Language	55.1	26.4	5.6	9.0	3.9	4.12 (1.14)
Mathematics	52.8	21.5	7.4	14.1	4.3	4.04 (1.25)
Science	48.9	28.9	9.6	8.9	3.7	4.10 (1.13)
Social Studies	59.4	28.0	6.3	4.9	1.4	4.39 (0.91)
English Language	42.3	39.9	15.3	1.2	1.2	4.21 (0.84)

Item IB 7: Subjects that sharpen the mind, like mathematics and sciences, need greater emphasis in the Omani school curriculum.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	54.9	29.3	5.3	7.5	3.0	4.26 (1.06)
Arabic Language	45.5	29.2	12.9	7.9	4.5	4.03 (1.14)
Mathematics	74.4	17.1	1.8	2.4	4.3	4.55 (0.97)
Science	79.6	14.6	0.7	2.2	2.9	4.66 (0.85)
Social Studies	41.0	31.3	13.2	11.1	3.5	3.95 (1.14)
English Language	28.4	49.4	16.0	1.2	4.9	3.95 (0.97)

Item IB 8: Learning is experimental; the student should be taught to test alternatives before accepting any of them.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	51.9	33.3	11.1	3.0	0.7	4.33 (0.85)
Arabic Language	54.8	29.4	9.0	5.1	1.7	4.31 (0.95)
Mathematics	45.1	28.7	15.9	6.7	3.7	4.05 (1.10)
Science	63.0	25.9	8.1	0.7	2.2	4.47 (0.85)
Social Studies	46.9	36.6	13.8	1.4	1.4	4.26 (0.85)
English Language	22.5	44.4	25.0	4.4	3.7	3.78 (0.97)

Item IB 9: Standards of achievement should not be the same for all students; they should vary with the student.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	71.5	21.9	5.1	0.7	0.7	4.63 (0.69)
Arabic Language	71.4	18.1	4.9	3.8	1.6	4.54 (0.88)
Mathematics	69.9	22.7	3.1	1.2	3.1	4.55 (0.87)
Science	71.3	25.7	0.7	0.0	2.2	4.64 (0.72)
Social Studies	66.9	22.8	4.8	3.4	2.1	4.49 (0.90)
English Language	50.3	28.6	16.1	4.3	0.6	4.24 (0.92)

Item IB 10: Right from the very first grade, teachers must teach the student at the level of his ability and not at the level of the grade he is in.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	47.8	29.0	8.0	10.1	5.1	4.04 (1.20)
Arabic Language	47.3	20.3	11.0	12.1	9.3	3.84 (1.38)
Mathematics	43.3	27.4	7.3	15.9	6.1	3.86 (1.30)
Science	44.4	20.7	8.9	17.0	8.9	3.75 (1.40)
Social Studies	37.8	35.0	8.4	14.7	4.2	3.87 (1.19)
English Language	36.2	21.5	16.0	13.5	12.9	3.55 (1.42)

Item IB 11: Teachers should keep in mind that students have to be made to work.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	85.2	11.1	3.0	0.0	0.7	4.80 (0.56)
Arabic Language	87.4	8.8	2.7	1.1	0.0	4.82 (0.52)
Mathematics	77.4	14.0	1.8	3.0	3.7	4.59 (0.95)
Science	76.5	19.9	0.7	0.7	2.2	4.68 (0.74)
Social Studies	82.5	14.0	2.8	0.7	0.0	4.78 (0.52)
English Language	49.1	30.1	13.5	1.8	5.5	4.15 (1.09)

Item IB 12: It is more important that the student learn how to approach and solve problems than it is for him to recall the subject matter of the curriculum.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	41.5	23.7	16.3	10.4	8.1	3.80 (1.30)
Arabic Language	49.5	29.7	6.0	9.3	5.5	4.08 (1.19)
Mathematics	59.5	23.3	4.9	6.1	6.1	4.24 (1.18)
Science	57.4	22.1	9.6	7.4	3.7	4.22 (1.12)
Social Studies	58.7	26.6	7.0	7.0	0.7	4.36 (0.94)
English Language	40.5	42.3	11.7	3.1	2.5	4.15 (0.92)

Item IB 13: Each subject and activity should be aimed at developing a particular part of the student's makeup: intellectual, social, physical, or spiritual.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	77.8	16.3	1.5	2.2	2.2	4.65 (0.81)
Arabic Language	79.1	17.0	1.1	0.0	2.7	4.70 (0.75)
Mathematics	62.6	22.7	8.0	4.3	2.5	4.39 (0.98)
Science	71.9	18.5	5.9	1.5	2.2	4.56 (0.85)
Social Studies	78.3	15.4	4.9	0.7	0.7	4.70 (0.66)
English Language	47.2	32.3	16.1	2.5	1.9	4.21 (0.93)

Item IB 14: Students should be taught that all problems should be subjected to critical and objective analysis, whether the problems are religious, moral, economic, or social in nature.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	65.5	24.5	7.2	1.4	1.4	4.51 (0.81)
Arabic Language	54.7	29.6	7.3	7.3	1.1	4.30 (0.96)
Mathematics	54.3	23.8	12.8	3.7	5.5	4.18 (1.14)
Science	52.6	34.1	8.1	3.0	2.2	4.32 (0.91)
Social Studies	50.3	33.6	11.2	3.5	1.4	4.28 (0.90)
English Language	27.5	35.0	23.1	8.7	5.6	3.70 (1.13)

Item IB 15: The curriculum should contain an orderly arrangement of subjects that represent the best of the Omani cultural heritage.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	60.6	26.3	8.8	4.4	0.0	4.43 (0.83)
Arabic Language	66.3	25.1	4.6	2.9	1.1	4.53 (0.81)
Mathematics	41.4	34.6	16.0	4.3	3.7	4.06 (1.04)
Science	42.2	45.2	7.4	4.4	0.7	4.24 (0.83)
Social Studies	67.1	26.6	3.5	1.4	1.4	4.57 (0.76)
English Language	38.5	36.6	15.5	6.2	3.1	4.01 (1.04)

Item IB 16: We should fit the curriculum to the student and not the student to the curriculum.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	75.9	14.6	0.7	5.1	3.6	4.54 (1.01)
Arabic Language	77.1	16.6	4.0	2.3	0.0	4.69 (0.66)
Mathematics	65.9	15.9	7.3	4.9	6.1	4.31 (1.18)
Science	65.9	19.3	7.4	4.4	3.0	4.41 (1.01)
Social Studies	70.6	21.0	4.2	2.1	2.1	4.56 (0.84)
English Language	47.8	30.6	12.7	0.6	8.3	4.09 (1.17)

Item IB 17: Teachers need to be guided in what they are to teach. No individual teacher can be permitted to do as he wishes, especially when it comes to something as important as teaching tomorrow's citizens.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	56.5	22.1	9.2	6.9	5.3	4.18 (1.18)
Arabic Language	51.2	17.1	11.8	14.7	5.3	3.94 (1.30)
Mathematics	34.6	28.4	9.9	14.2	13.0	3.57 (1.42)
Science	39.7	27.9	16.9	9.6	5.9	3.86 (1.21)
Social Studies	38.6	35.0	9.3	11.4	5.7	3.89 (1.20)
English Language	45.0	30.0	20.0	2.5	2.5	4.13 (0.98)

Item IB 18: The curriculum should consist of subject matter to be learned and skills to be acquired.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	69.9	24.4	4.5	0.8	0.0	4.64 (0.61)
Arabic Language	73.5	21.1	3.6	1.8	0.0	4.66 (0.64)
Mathematics	62.1	30.4	2.5	3.7	1.2	4.48 (0.82)
Science	61.9	30.6	3.7	1.5	2.2	4.49 (0.83)
Social Studies	60.9	34.8	2.9	1.4	0.0	4.55 (0.63)
English Language	59.5	32.9	5.1	1.9	0.6	4.49 (0.74)

Item IB 19: The goals of education should be defined in accordance with the students' interests and needs, as well as by the demands of society.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	77.5	17.8	3.9	0.8	0.0	4.72 (0.57)
Arabic Language	77.0	20.6	1.2	0.0	1.2	4.72 (0.61)
Mathematics	67.7	24.2	3.1	1.9	3.1	4.52 (0.90)
Science	65.9	25.9	5.9	0.0	2.2	4.53 (0.80)
Social Studies	70.5	23.7	4.3	0.7	0.7	4.63 (0.67)
English Language	64.0	25.5	8.1	1.9	0.6	4.50 (0.78)

Part I Section B
Educational Theory
(Supervisor)

Item IB 1: Emotional development and social development are as important in the evaluation of a student's progress as academic achievement.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	38.1	47.6	14.3	0.0	0.0	4.24 (0.70)
Arabic Language	60.0	40.0	0.0	0.0	0.0	4.60 (0.51)
Mathematics	30.8	46.2	15.4	0.0	7.7	3.92 (1.12)
Science	46.2	53.8	0.0	0.0	0.0	4.46 (0.52)
Social Studies	50.0	42.9	7.1	0.0	0.0	4.43 (0.65)
English Language	11.8	58.8	23.5	5.9	0.0	3.77 (0.75)

Item IB 2: The true view of education is to so arrange learning that the student gradually builds up a storehouse of knowledge that he can use in the future.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	75.0	23.8	0.0	0.0	0.0	4.75 (0.44)
Arabic Language	60.0	40.0	0.0	0.0	0.0	4.60 (0.51)
Mathematics	38.5	53.8	0.0	7.7	0.0	4.23 (0.83)
Science	46.2	46.2	0.0	7.7	0.0	4.31 (0.86)
Social Studies	50.0	28.6	7.1	14.3	0.0	4.14 (1.10)
English Language	52.9	17.6	23.5	5.9	0.0	4.18 (1.02)

Item IB 3: The learning of proper attitudes is often more important than the learning of subject matter.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	28.6	52.4	4.8	4.8	9.5	3.86 (1.20)
Arabic Language	14.3	42.9	14.3	21.4	7.1	3.36 (1.22)
Mathematics	16.7	33.3	41.7	8.3	0.0	3.58 (0.90)
Science	38.5	30.8	15.4	15.4	0.0	3.92 (1.12)
Social Studies	35.7	50.0	7.1	7.1	0.0	4.14 (0.86)
English Language	23.5	35.3	29.4	11.8	0.0	3.71 (0.99)

Item IB 4: The healthy interaction among students is just as important in school as the learning of subject matter.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	47.4	47.4	5.3	0.0	0.0	4.42 (0.61)
Arabic Language	53.3	40.0	6.7	0.0	0.0	4.47 (0.64)
Mathematics	23.1	30.8	38.5	7.7	0.0	3.69 (0.95)
Science	53.8	23.1	7.7	15.4	0.0	4.15 (1.14)
Social Studies	28.6	42.9	21.4	7.1	0.0	3.93 (0.92)
English Language	11.8	58.8	23.5	5.9	0.0	3.77 (0.75)

Item IB 5: In Omani schools, learning which is organized around life experiences is more desirable than learning organized around subject matter.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	23.8	57.1	19.0	0.0	0.0	4.05 (0.67)
Arabic Language	26.7	53.3	13.3	6.7	0.0	4.00 (0.85)
Mathematics	16.7	58.3	16.7	8.3	0.0	3.83 (0.84)
Science	15.4	38.5	38.5	7.7	0.0	3.62 (0.87)
Social Studies	42.9	28.6	14.3	14.3	0.0	4.00 (1.11)
English Language	12.5	43.8	25.0	18.8	0.0	3.50 (0.97)

Item IB 6: True discipline springs from interests, motivation, and involvement in problems relevant to the student.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	42.9	23.8	28.6	0.0	4.8	4.00 (1.10)
Arabic Language	61.5	30.8	7.7	0.0	0.0	4.54 (0.66)
Mathematics	23.1	53.8	15.4	7.7	0.0	3.92 (0.86)
Science	69.2	23.1	0.0	7.7	0.0	4.54 (0.88)
Social Studies	64.3	35.7	0.0	0.0	0.0	4.64 (0.50)
English Language	47.1	35.3	17.6	0.0	0.0	4.29 (0.77)

Item IB 7: Subjects that sharpen the mind, like mathematics and sciences, need greater emphasis in the Omani school curriculum.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	50.0	30.0	15.0	5.0	0.0	4.25 (0.91)
Arabic Language	40.0	60.0	0.0	0.0	0.0	4.40 (0.51)
Mathematics	84.6	7.7	7.7	0.0	0.0	4.77 (0.60)
Science	100.0	0.0	0.0	0.0	0.0	5.00 (0.00)
Social Studies	35.7	21.4	35.7	7.1	0.0	3.86 (1.03)
English Language	20.0	46.7	33.3	0.0	0.0	3.87 (0.74)

Item IB 8: Learning is experimental; the student should be taught to test alternatives before accepting any of them.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	38.1	28.6	23.8	9.5	0.0	3.95 (1.02)
Arabic Language	40.0	26.7	13.3	0.0	20.0	3.67 (1.54)
Mathematics	30.8	38.5	23.1	7.7	0.0	3.92 (0.95)
Science	69.2	15.4	7.7	0.0	7.7	4.39 (1.19)
Social Studies	50.0	21.4	21.4	0.0	7.1	4.07 (1.21)
English Language	23.5	23.5	41.2	5.9	5.9	3.53 (1.13)

Item IB 9: Standards of achievement should not be the same for all students; they should vary with the student.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	76.2	9.5	4.8	9.5	0.0	4.52 (0.98)
Arabic Language	66.7	26.7	6.7	0.0	0.0	4.60 (0.63)
Mathematics	69.2	30.8	0.0	0.0	0.0	4.69 (0.48)
Science	69.2	23.1	7.7	0.0	0.0	4.62 (0.65)
Social Studies	64.3	21.4	7.1	0.0	7.1	4.36 (1.15)
English Language	41.2	35.3	17.6	5.9	0.0	4.12 (0.93)

Item IB 10: Right from the very first grade, teachers must teach the student at the level of his ability and not at the level of the grade he is in.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	52.4	23.8	9.5	9.5	4.8	4.10 (1.22)
Arabic Language	26.7	46.7	20.0	6.7	0.0	3.93 (0.88)
Mathematics	15.4	30.8	30.8	15.4	7.7	3.31 (1.18)
Science	61.5	30.8	0.0	7.7	0.0	4.46 (0.88)
Social Studies	50.0	28.6	0.0	14.3	7.1	4.00 (1.36)
English Language	29.4	29.4	23.5	11.8	5.9	3.65 (1.22)

Item IB 11: Teachers should keep in mind that students have to be made to work.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	85.7	14.3	0.0	0.0	0.0	4.86 (0.36)
Arabic Language	73.3	26.7	0.0	0.0	0.0	4.73 (0.46)
Mathematics	84.6	15.4	0.0	0.0	0.0	4.85 (0.38)
Science	84.6	15.4	0.0	0.0	0.0	4.85 (0.38)
Social Studies	78.6	21.4	0.0	0.0	0.6	4.79 (0.43)
English Language	52.9	35.3	11.8	0.0	0.0	4.41 (0.71)

Item IB 12: It is more important that the student learn how to approach and solve problems than it is for him to recall the subject matter of the curriculum.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	52.4	28.6	14.3	0.0	4.8	4.24 (1.04)
Arabic Language	60.0	26.7	13.3	0.0	0.0	4.47 (0.74)
Mathematics	61.5	15.4	15.4	7.7	0.0	4.31 (1.03)
Science	76.9	23.1	0.0	0.0	0.0	4.77 (0.44)
Social Studies	85.7	7.1	7.1	0.0	0.0	4.79 (0.58)
English Language	25.0	56.3	12.5	6.3	0.0	4.00 (0.82)

Item IB 13: Each subject and activity should be aimed at developing a particular part of the student's makeup: intellectual, social, physical, or spiritual.

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	71.4	23.8	0.0	4.8	0.0	4.62 (0.74)
Arabic Language	93.3	6.7	0.0	0.0	0.0	4.93 (0.26)
Mathematics	76.9	15.4	0.0	7.7	0.0	4.62 (0.87)
Science	84.6	15.4	0.0	0.0	0.0	4.85 (0.38)
Social Studies	78.6	21.4	0.0	0.0	0.0	4.79 (0.43)
English Language	37.5	31.3	25.0	0.0	6.3	3.94 (1.12)

Item IB 14: Students should be taught that all problems should be subjected to critical and objective analysis, whether the problems are religious, moral, economic, or social in nature.

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	47.6	23.8	23.8	4.8	0.0	4.14 (0.96)
Arabic Language	60.0	26.7	13.3	0.0	0.0	4.47 (0.74)
Mathematics	38.5	30.8	23.1	0.0	7.7	3.92 (1.19)
Science	53.8	38.5	7.7	0.0	0.0	4.46 (0.66)
Social Studies	71.4	0.0	14.3	7.1	7.1	4.21 (1.37)
English Language	12.5	31.3	43.8	12.5	0.0	3.44 (0.89)

Item IB 15: The curriculum should contain an orderly arrangement of subjects that represent the best of the Omani cultural heritage.

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	76.2	14.3	9.5	0.0	0.0	4.67 (0.66)
Arabic Language	73.3	26.7	0.0	0.0	0.0	4.73 (0.46)
Mathematics	46.2	46.2	0.0	7.7	0.0	4.31 (0.86)
Science	76.9	15.4	7.7	0.0	0.0	4.69 (0.63)
Social Studies	50.0	50.0	0.0	0.0	0.0	4.50 (0.52)
English Language	25.0	43.8	18.8	12.5	0.0	3.81 (0.98)

Item IB 16: We should fit the curriculum to the student and not the student to the curriculum.

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	95.2	0.0	0.0	4.8	0.0	4.86 (0.66)
Arabic Language	53.3	40.0	0.0	0.0	6.7	4.33 (1.05)
Mathematics	53.8	30.8	7.7	0.0	7.7	4.23 (1.17)
Science	76.9	15.4	7.7	0.0	0.0	4.69 (0.63)
Social Studies	71.4	21.4	0.0	0.0	7.1	4.50 (1.09)
English Language	37.5	31.3	25.0	6.3	0.0	4.00 (0.97)

Item IB 17: Teachers need to be quided in what they are to teach. No individual teacher can be permitted to do as he wishes, especially when it comes to something as important as teaching tomorrow's citizens.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	71.4	23.8	4.8	0.0	0.0	4.67 (0.58)
Arabic Language	46.7	46.7	0.0	6.7	0.0	4.33 (0.82)
Mathematics	50.0	33.3	8.3	0.0	8.3	4.17 (1.19)
Science	23.1	53.8	7.7	7.7	7.7	3.77 (1.17)
Social Studies	50.0	35.7	7.1	7.1	0.0	4.29 (0.91)
English Language	43.8	37.5	18.8	0.0	0.0	4.25 (0.78)

Item IB 18: The curriculum should consist of subject matter to be learned and skills to be acquired.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	83.3	16.7	0.0	0.0	0.0	4.83 (0.38)
Arabic Language	60.0	40.0	0.0	0.0	0.0	4.60 (0.51)
Mathematics	69.2	23.1	0.0	7.7	0.0	4.54 (0.88)
Science	84.6	15.4	0.0	0.0	0.0	4.85 (0.38)
Social Studies	78.6	21.4	0.0	0.0	0.0	4.79 (0.43)
English Language	56.3	37.5	6.3	0.0	0.0	4.50 (0.63)

Item IB 19: The goals of education should be defined in accordance with the students' interests and needs, as well as by the demands of society.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	84.2	15.8	0.0	0.0	0.0	4.84 (0.38)
Arabic Language	86.7	13.3	0.0	0.0	0.0	4.87 (0.35)
Mathematics	61.5	30.8	0.0	0.0	7.7	4.39 (1.12)
Science	92.3	7.7	0.0	0.0	0.0	4.92 (0.28)
Social Studies	92.9	7.1	0.0	0.0	0.0	4.93 (0.27)
English Language	56.3	31.3	6.3	6.3	0.0	4.38 (0.89)

Part I Section B
Educational Theory
(Administrator)

Item IB	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. Emotional development and social development are as important in the evaluation of a student's progress as academic achievement.	51.2	38.7	8.1	0.6	1.2	4.38 (0.77)
2. The true view of education is to so arrange learning that the student gradually builds up a storehouse of knowledge that he can use in the future.	55.6	31.3	4.4	5.6	3.1	4.31 (1.01)
3. The learning of proper attitudes is often more important than the learning of subject matter.	31.4	36.5	18.9	11.3	1.9	3.84 (1.05)
4. The healthy interaction among students is just as important in school as the learning of subject matter.	44.9	37.8	15.4	1.9	0.0	4.26 (0.79)
5. In Oman schools, learning which is organized around life experiences is more desirable than learning organized around subject matter.	36.5	39.0	15.7	6.3	2.5	4.01 (1.00)
6. True discipline springs from interests, motivation, and involvement in problems relevant to the student.	60.9	27.6	8.3	1.9	1.3	4.45 (0.83)
7. Subjects that sharpent the mind, like mathematics and sciences, need greater emphasis in the Omani school curriculum.	55.3	32.7	7.5	3.1	1.3	4.38 (0.85)
8. Learning is experimental, the student should be taught to test alternatives before accepting any of them.	50.0	33.3	12.7	3.2	0.6	4.29 (0.85)
9. Standards of achievement should not be the same for all students, they should vary with the student.	73.1	19.4	4.4	2.5	0.6	4.62 (0.74)
10. Right from the very first grade, teachers must teach the student at the level of his ability and not at the level of the grade he is in.	50.3	29.6	7.5	9.4	3.1	4.15 (1.11)
11. Teachers should keep in mind that students have to made to work.	77.2	19.1	1.9	1.2	0.6	4.71 (0.63)
12. It is more important that the student learn how to approach and solve problems that it is for him to recall information included in the subject matter.	52.5	31.3	10.0	3.1	3.1	4.27 (0.98)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IB con't	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
13. Each subject and activity should be aimed at developing a particuluar part of the student's makeup: intellectual, social, physical, or spiritual.	75.8	17.8	4.5	0.6	1.3	4.66 (0.71)
14. Studwnts should be taught that all problems should be subjected to critical and objective analysis, whether the problems are religious, moral, economic, or social in nature.	43.7	41.1	8.2	4.4	2.5	4.19 (0.95)
15. The curriculum should contain an orderly arrangement of subjects that represent the best of the Omani cultural heritage.	66.9	25.6	6.9	0.0	0.6	4.58 (0.68)
16. We should fit the curiculum to the student and not the student to the curriculum.	70.2	19.3	6.2	3.1	1.2	4.54 (0.84)
17. Teachers need to be guided in what they are to teach. No individual teacher can be permitted to do as he wishes, especially when it comes to something as important as teaching tomorrow's citizens.	52.2	29.8	6.2	7.5	4.3	4.18 (1.12)
18. The curriculum should consist of subject matter to be learned and skills to be acquired.	61.0	34.6	1.9	2.5	0.0	4.54 (0.66)
19. The goals of education should be defined in accordance with the students' interests and needs, as well as by the demands of society.	79.9	16.4	3.8	0.0	0.0	4.76 (0.51)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Part I Section C
Omani Educational Objectives
(Teacher)

Item IC 1a: In general, to what extent does the Omani Educational Curriculum specifically aim to develop student achievement on the following cognitive level ?

Memory: the recall or remembering of facts, rules, concepts, generalizations, etc.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	39.3	36.1	14.8	9.8	0.0	4.05 (0.97)
Arabic Language	35.5	39.6	13.6	8.9	2.4	3.97 (1.03)
Mathematics	27.8	35.2	19.8	12.3	4.9	3.69 (1.15)
Science	21.8	53.4	15.8	6.0	3.0	3.85 (0.93)
Social Studies	27.1	42.9	17.9	10.0	2.1	3.83 (1.01)
English Language	13.7	50.6	30.0	3.1	2.5	3.70 (0.83)

Item IC 1b: In general, to what extent does the Omani Educational Curriculum specifically aim to develop student achievement on the following cognitive level?

Comprehension: understanding what is being communicated but not necessarily relating it to other things.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	26.6	31.3	9.4	18.0	14.8	3.37 (1.43)
Arabic Language	29.2	31.6	9.4	22.8	7.0	3.53 (1.31)
Mathematics	16.9	34.4	21.9	16.9	10.0	3.31 (1.22)
Science	12.1	31.8	22.0	25.0	9.1	3.13 (1.19)
Social Studies	14.3	32.9	13.6	22.1	17.1	3.05 (1.35)
English Language	15.7	54.7	20.1	7.5	1.9	3.74 (0.88)

Item IC 1c: In general, to what extent does the Omani Educational Curriculum specifically aim to develop student achievement on the following cognitive level?

Application: Using knowledge, methods, theories, etc., in new situations (to solve problems, for example).

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	40.9	34.6	12.6	8.7	3.1	4.02 (1.08)
Arabic Language	47.3	33.5	12.0	3.6	3.6	4.17 (1.02)
Mathematics	29.8	37.3	12.4	16.8	3.7	3.73 (1.17)
Science	29.3	33.8	21.1	15.0	0.8	3.76 (1.06)
Social Studies	33.6	40.7	15.7	9.3	0.7	3.97 (0.97)
English Language	20.4	42.7	23.6	12.1	1.3	3.69 (0.97)

Item IC 1d: In general, to what extent does the Omani Educational Curriculum specifically aim to develop student achievement on the following cognitive level?

Analysis: breaking something down into its component parts and understanding the interrelationships of the parts.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	57.9	22.2	9.5	8.7	1.6	4.26 (1.05)
Arabic Language	46.2	37.4	9.9	4.1	2.3	4.21 (0.95)
Mathematics	31.6	32.3	17.1	13.9	5.1	3.72 (1.20)
Science	33.3	32.6	14.8	15.6	3.7	3.76 (1.18)
Social Studies	39.0	40.4	10.6	8.5	1.4	4.07 (0.98)
English Language	12.6	22.0	40.3	17.6	7.5	3.15 (1.09)

Item IC 1e: In general, to what extent does the Omani Educational Curriculum specifically aim to develop student achievement on the following cognitive level?

Synthesis: Putting things together to form a new entity such as a new idea, hypothesis, or set of relationships.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	53.1	28.1	7.0	8.6	3.1	4.20 (1.09)
Arabic Language	61.2	24.7	9.4	1.8	2.9	4.39 (0.94)
Mathematics	28.9	35.2	20.1	11.3	4.4	3.73 (1.13)
Science	42.5	26.9	15.7	12.7	2.2	3.95 (1.14)
Social Studies	46.4	37.1	11.4	3.6	1.4	4.24 (0.90)
English Language	8.8	33.3	26.4	23.3	8.2	3.11 (1.11)

Item IC 1f: In general, to what extent does the Omani Educational Curriculum specifically aim to develop student achievement on the following cognitive level?

Evaluation: making quantitative and qualitative judgements based on stated standards or criteria.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	48.8	31.0	10.9	7.0	2.3	4.17 (1.03)
Arabic Language	47.3	31.4	11.8	5.9	3.6	4.13 (1.07)
Mathematics	30.4	34.8	18.4	10.8	5.7	3.73 (1.17)
Science	32.6	37.1	18.9	6.8	4.5	3.86 (1.09)
Social Studies	38.0	45.3	13.1	3.6	0.0	4.18 (0.79)
English Language	10.8	32.3	31.0	17.7	8.2	3.20 (1.11)

Item IC 2: To what extent do the general objectives of the Omani Educational Curriculum develop and encourage desirable societal behavior?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	61.5	28.5	6.9	2.3	0.8	4.48 (0.79)
Arabic Language	55.0	32.7	7.0	2.9	2.3	4.35 (0.91)
Mathematics	30.4	32.3	20.5	11.8	5.0	3.71 (1.16)
Science	34.3	40.3	14.9	8.2	2.2	3.96 (1.01)
Social Studies	44.2	34.8	14.5	3.6	2.9	4.14 (0.99)
English Language	24.4	42.5	21.2	5.6	6.3	3.73 (1.09)

Item IC 3: To what extent do the general objectives of the Omani Educational Curriculum reflect an ability and desire to apply what is learned from the Omani Curriculum to one's life?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	64.8	26.6	7.0	1.6	0.0	4.55 (0.70)
Arabic Language	54.1	30.0	10.0	5.3	0.6	4.32 (0.90)
Mathematics	27.7	27.7	24.5	15.7	4.4	3.59 (1.18)
Science	35.3	36.1	18.8	7.5	2.3	3.95 (1.03)
Social Studies	39.1	31.9	21.7	5.1	2.2	4.01 (1.01)
English Language	19.4	48.7	26.2	5.6	0.0	3.82 (0.81)

Item IC 4: To what extent do the general objectives of the Omani Educational Curriculum develop a loyalty to the Omani society?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	82.2	14.0	2.3	1.6	0.0	4.77 (0.57)
Arabic Language	80.0	14.1	3.5	1.2	1.2	4.71 (0.70)
Mathematics	52.5	26.9	8.7	6.9	5.0	4.15 (1.15)
Science	56.8	30.3	7.6	4.5	0.8	4.38 (0.87)
Social Studies	76.8	15.2	5.8	0.7	1.4	4.65 (0.75)
English Language	46.5	28.7	10.2	7.0	7.6	3.99 (1.24)

Item IC 5: To what extent do the general objectives of the Omani Educational Curriculum encourage the ability to work together cooperatively on group projects?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	69.3	20.5	4.7	4.7	0.8	4.53 (0.85)
Arabic Language	61.8	25.4	8.1	4.0	0.6	4.44 (0.85)
Mathematics	44.5	27.1	16.8	8.4	3.2	4.01 (1.12)
Science	48.5	31.8	11.4	7.6	0.8	4.20 (0.97)
Social Studies	57.2	25.4	12.3	3.6	1.4	4.33 (0.93)
English Language	37.7	35.2	20.8	3.8	2.5	4.02 (0.98)

Item IC 6: To what extent do the general objectives of the Omani Educational Curriculum promote a consciousness of and commitment to scientific problems and issues?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	60.5	26.4	8.5	3.9	0.8	4.42 (0.86)
Arabic Language	47.7	31.4	15.7	4.1	1.2	4.20 (0.93)
Mathematics	31.3	35.6	22.5	8.1	2.5	3.85 (1.04)
Science	31.3	42.5	17.2	9.0	0.0	3.96 (0.92)
Social Studies	35.3	38.8	19.4	5.8	0.7	4.02 (0.92)
English Language	13.2	27.0	37.7	13.8	8.2	3.23 (1.10)

Item IC 7: To what extent do the general objectives of the Omani Educational Curriculum develop knowledge of facts, concepts, and generalizations which make up the various subject matter of the Omani Educational Curriculum?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	60.8	27.7	9.2	1.5	0.8	4.46 (0.79)
Arabic Language	50.9	29.3	14.4	3.6	1.8	4.24 (0.95)
Mathematics	29.6	38.3	18.5	10.5	3.1	3.81 (1.07)
Science	33.1	47.4	14.3	4.5	0.8	4.08 (0.85)
Social Studies	42.4	43.9	11.5	2.2	0.0	4.27 (0.75)
English Language	20.8	45.9	20.1	8.8	4.4	3.70 (1.04)

Item IC 8: To what extent do the general objectives of the Omani Educational Curriculum develop positive attitudes toward scientific knowledge and methods?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	54.3	32.6	10.1	1.6	1.6	4.36 (0.85)
Arabic Language	52.0	32.4	10.4	4.6	0.6	4.31 (0.88)
Mathematics	38.3	30.9	17.3	10.5	3.1	3.91 (1.12)
Science	39.6	40.3	11.9	7.5	0.7	4.10 (0.94)
Social Studies	51.8	27.7	14.9	5.7	0.0	4.26 (0.91)
English Language	20.3	25.3	31.6	15.8	7.0	3.36 (1.17)

Item IC 9: To what extent does the Omani Educational Curriculum emphasize the affective aspects of the subject matter (eg. values, attitudes, etc.)?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	45.0	41.1	7.8	5.4	0.8	4.24 (0.87)
Arabic Language	46.8	32.7	15.8	3.5	1.2	4.21 (0.91)
Mathematics	16.5	40.5	25.9	13.9	3.2	3.53 (1.03)
Science	21.1	44.4	26.3	6.8	1.5	3.77 (0.91)
Social Studies	36.7	34.5	22.3	5.0	1.4	4.00 (0.96)
English Language	10.8	53.5	26.8	5.7	3.2	3.63 (0.87)

Item IC 10: To what extent do the general objectives of the Omani Educational Curriculum facilitate positive attitudes and habits of expressing hunches and guesses in early stages of inquiry?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	37.2	29.5	20.2	10.1	3.1	3.88 (1.12)
Arabic Language	28.7	43.3	18.1	7.0	2.9	3.88 (1.00)
Mathematics	14.9	46.0	22.4	13.0	3.7	3.55 (1.02)
Science	13.3	41.5	27.4	16.3	1.5	3.49 (0.97)
Social Studies	30.5	33.3	24.8	9.2	2.1	3.81 (1.04)
English Language	10.1	39.9	39.9	7.6	2.5	3.48 (0.87)

Item IC 11: To what extent has the Minsitry of Education demonstrated responsibility for facilitating the Omani Educational Curriculum, through recognition that specific facilities and equipment, as well as properly trained teachers, are needed ?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	42.7	37.4	7.6	6.9	5.3	4.05 (1.13)
Arabic Language	39.8	37.4	11.1	8.2	3.5	4.02 (1.08)
Mathematics	25.2	35.2	18.9	15.7	5.0	3.60 (1.17)
Science	32.1	38.0	19.0	8.8	2.2	3.89 (1.03)
Social Studies	28.4	41.1	17.7	8.5	4.3	3.81 (1.08)
English Language	47.2	43.4	6.3	2.5	0.6	4.34 (0.76)

Item IC 12: To what extent do the general objectives of the Omani Educational Curriculum promote awareness and encourage fulfillment of civic responsibilities?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	46.9	33.8	13.1	4.6	1.5	4.20 (0.94)
Arabic Language	32.2	39.2	20.5	5.8	2.3	3.93 (0.99)
Mathematics	21.1	36.6	26.7	10.6	5.0	3.58 (1.09)
Science	21.2	50.4	19.0	8.0	1.5	3.82 (0.91)
Social Studies	24.3	45.0	22.1	6.4	2.1	3.83 (0.94)
English Language	27.2	45.6	17.7	2.5	7.0	3.84 (1.08)

Item IC 13: To what extent do the general objectives of the Omani Educational Curriculum develop and encourage desirable scientific and social views?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	47.2	31.5	9.4	8.7	3.1	4.11 (1.09)
Arabic Language	37.1	34.1	21.6	5.4	1.8	3.99 (0.99)
Mathematics	19.6	36.6	21.6	17.0	5.2	3.48 (1.14)
Science	24.4	43.7	22.2	7.4	2.2	3.81 (0.97)
Social Studies	26.3	46.0	19.0	8.0	0.7	3.89 (0.91)
English Language	21.7	38.9	26.1	7.6	5.7	3.63 (1.08)

Item IC 14: To what extent do the general objectives of the Omani Educational Curriculum promote an ability and desire to use language correctly in writing or talking?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	64.6	26.0	6.3	2.4	0.8	4.51 (0.79)
Arabic Language	56.1	26.9	9.9	4.7	2.3	4.30 (0.99)
Mathematics	37.7	34.6	18.9	5.0	3.8	3.98 (1.06)
Science	40.3	40.3	11.2	8.2	0.0	4.13 (0.91)
Social Studies	50.7	37.0	6.5	5.1	0.7	4.32 (0.86)
English Language	35.0	44.4	16.2	1.9	2.5	4.08 (0.90)

Item IC 15: To what extent do the general objectives of the Omani Educational Curriculum cultivate the use of the imagination in conceptualizing subject matter principles?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	44.5	33.6	10.9	6.3	4.7	4.07 (1.11)
Arabic Language	45.0	27.5	15.8	10.5	1.2	4.05 (1.07)
Mathematics	25.3	34.6	19.8	16.0	4.3	3.61 (1.16)
Science	29.4	35.3	20.6	13.2	1.5	3.78 (1.06)
Social Studies	30.2	38.8	22.3	7.9	0.7	3.90 (0.95)
English Language	11.2	36.9	38.1	10.6	3.1	3.43 (0.94)

Item IC 16: To what extent do the general objectives of the Omani Educational Curriculum develop the capacity for independent study, for continuing learning outside of the classroom?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	46.6	26.7	12.2	9.2	5.3	4.00 (1.20)
Arabic Language	41.9	28.5	11.0	14.5	4.1	3.90 (1.21)
Mathematics	25.6	21.9	21.2	19.4	11.9	3.30 (1.35)
Science	25.0	28.7	27.2	13.2	5.9	3.54 (1.17)
Social Studies	39.0	31.9	19.9	7.1	2.1	3.99 (1.04)
English Language	17.7	36.1	29.1	10.8	6.3	3.48 (1.10)

Item IC 17: To what extent do the general objectives of the Omani Educational Curriculum develop knowledge of facts and concepts that are basic to understanding of the Omani cultural heritage?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	57.7	29.2	10.0	3.1	0.0	4.42 (0.80)
Arabic Language	46.2	34.5	11.1	6.4	1.8	4.17 (0.98)
Mathematics	20.1	32.7	26.4	17.6	3.1	3.49 (1.10)
Science	26.7	42.2	22.2	7.4	1.5	3.85 (0.95)
Social Studies	44.0	42.6	8.5	2.8	2.1	4.23 (0.88)
English Language	17.7	46.2	23.4	8.2	4.4	3.65 (1.01)

Item IC 18: To what extent do the general objectives of the Omani Educational Curriculum encourage an awareness and knowledge of scientific processes, mechanisms, and effects?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	50.0	28.0	15.9	3.8	2.3	4.20 (0.99)
Arabic Language	40.1	33.7	16.3	7.6	2.3	4.02 (1.04)
Mathematics	21.7	43.5	19.9	11.2	3.7	3.68 (1.05)
Science	19.7	56.9	14.6	8.0	0.7	3.87 (0.85)
Social Studies	29.8	48.9	14.2	6.4	0.7	4.01 (0.87)
English Language	10.7	26.4	41.5	11.9	9.4	3.17 (1.08)

Item IC 19: To what extent are efforts made to follow-up the progress of students (from 1st to 3th grade) to determine that the sequencing and content of the subject matter is meeting the needs of the Omani student?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	38.0	38.0	14.0	6.2	3.9	4.00 (1.06)
Arabic Language	28.3	38.6	14.5	14.5	4.2	3.72 (1.15)
Mathematics	13.7	42.2	23.6	13.7	6.8	3.42 (1.10)
Science	14.1	49.6	24.4	11.1	0.7	3.65 (0.88)
Social Studies	19.1	49.6	20.6	7.1	3.5	3.74 (0.97)
English Language	22.8	48.1	19.0	7.0	3.2	3.80 (0.97)

Item IC 20: To what extent do the general objectives of the Omani Educational Curriculum facilitate an ability to relate the Omani Curriculum to everyday life?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	48.9	31.7	12.2	5.0	2.2	4.20 (0.99)
Arabic Language	43.7	31.1	15.3	8.7	1.1	4.08 (1.02)
Mathematics	15.4	38.9	25.9	15.4	4.3	3.46 (1.06)
Science	16.7	40.6	27.5	13.8	1.4	3.57 (0.97)
Social Studies	29.4	42.0	22.4	6.3	0.0	3.94 (0.88)
English Language	20.2	49.7	20.2	8.0	1.8	3.79 (0.92)

Item IC 21: To what extent do the general objectives of the Omani Educational Curriculum reflect mastery of basic terms, facts, and concepts of the subject matter?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	46.7	31.4	17.5	4.4	0.0	4.20 (0.88)
Arabic Language	35.8	38.0	17.3	6.7	2.2	3.98 (1.00)
Mathematics	22.1	42.9	19.6	11.7	3.7	3.68 (1.06)
Science	27.7	47.4	16.8	7.3	0.7	3.94 (0.90)
Social Studies	30.1	44.1	16.8	6.3	2.8	3.92 (0.99)
English Language	16.2	46.9	30.0	3.1	3.7	3.69 (0.91)

Item IC 22: To what extent do the general objectives of the Omani Educational Curriculum facilitate critical thinking skills, such as skills in structuring pertinent questions, or gathering and organizing data, and making generalizations, etc.?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	41.7	39.6	8.6	7.2	2.9	4.10 (1.02)
Arabic Language	39.6	34.1	13.2	11.0	2.2	3.98 (1.08)
Mathematics	23.5	32.7	24.1	13.6	6.2	3.54 (1.17)
Science	19.7	43.1	21.2	13.9	2.2	3.64 (1.02)
Social Studies	34.5	38.6	19.3	5.5	2.1	3.98 (0.98)
English Language	12.4	36.0	39.8	8.7	3.1	3.46 (0.93)

Item IC 23: To what extent is there evidence that the long-range goals of the Omani Educational Curriculum consider the nature and importance of the history, philosophy, and the lives of Arabic and Islamic scholars as major cultural influences?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	36.3	44.4	8.1	9.6	1.5	4.04 (0.98)
Arabic Language	37.8	40.6	13.9	6.1	1.7	4.07 (0.96)
Mathematics	12.4	28.0	28.0	23.0	8.7	3.12 (1.16)
Science	34.8	34.1	23.2	6.5	1.4	3.94 (0.99)
Social Studies	30.6	40.3	19.4	6.9	2.8	3.89 (1.01)
English Language	16.1	40.4	24.2	9.9	9.3	3.44 (1.16)

Item IC 24: To what extent is there evidence that attention is being given to coordination and integration of the Omani Educational Curriculum among the various subject matters?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	36.0	36.7	17.3	7.9	2.2	3.96 (1.02)
Arabic Language	33.3	32.8	25.1	5.5	3.3	3.87 (1.04)
Mathematics	8.0	35.6	34.4	12.9	9.2	3.20 (1.07)
Science	11.6	43.5	32.6	9.4	2.9	3.51 (0.92)
Social Studies	26.2	42.8	20.0	6.9	4.1	3.80 (1.04)
English Language	9.3	43.2	30.9	10.5	6.2	3.39 (1.01)

Item IC 25: To what extent do the general objectives of the Omani Educational Curriculum develop the ability to judge the validity of evidence and draw sound conclusions from data?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	39.0	33.8	12.5	12.5	2.2	3.95 (1.10)
Arabic Language	31.3	41.9	15.6	9.5	1.7	3.92 (1.00)
Mathematics	13.0	40.4	24.8	16.1	5.6	3.39 (1.08)
Science	19.7	46.7	25.5	8.0	0.0	3.78 (0.86)
Social Studies	18.6	46.2	24.8	9.7	0.7	3.72 (0.90)
English Language	8.1	39.8	31.1	13.0	8.1	3.27 (1.05)

Item IC 26: To what extent do the general objectives of the Omani Educational Curriculum facilitate the capacity to experience multiple loyalties (eg. family, country, religion, culture) and identities?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	62.6	33.1	2.2	1.4	0.7	4.55 (0.68)
Arabic Language	65.2	26.5	6.1	1.7	0.6	4.54 (0.73)
Mathematics	42.3	31.9	14.7	8.0	3.1	4.03 (1.08)
Science	46.7	36.5	12.4	2.2	2.2	4.23 (0.91)
Social Studies	64.8	29.0	4.8	1.4	0.0	4.57 (0.65)
English Language	23.9	44.8	20.2	7.4	3.7	3.78 (1.01)

Item IC 27: To what extent do the general objectives of the Omani Educational Curriculum promote an awareness that learning is a life-long process and continues throughout an individual's life time?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	63.1	25.5	6.4	3.5	1.4	4.45 (0.87)
Arabic Language	63.7	24.7	6.0	2.7	2.7	4.44 (0.93)
Mathematics	42.9	31.3	13.5	8.0	4.3	4.01 (1.13)
Science	44.5	34.3	14.6	4.4	2.2	4.15 (0.97)
Social Studies	49.7	35.9	9.7	4.8	0.0	4.30 (0.84)
English Language	38.9	31.5	17.3	8.0	4.3	3.93 (1.13)

Item IC 28: To what extent do the general objectives of the Omani Educational Curriculum promote a positive attitude toward learning and inquiry?

	Fully 3 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	51.4	34.8	10.1	2.2	1.4	4.33 (0.86)
Arabic Language	43.7	33.3	14.2	6.0	2.7	4.09 (1.03)
Mathematics	28.2	38.7	19.0	9.2	4.9	3.76 (1.11)
Science	29.6	45.2	17.0	6.7	1.5	3.95 (0.93)
Social Studies	38.6	45.0	10.0	5.7	0.7	4.15 (0.87)
English Language	27.3	39.1	24.2	6.8	2.5	3.82 (0.99)

Item IC 29: To what extent do the general objectives of the Omani Educational Curriculum reflect skills in analyzing issues and problems?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	41.9	36.0	12.5	6.6	2.9	4.07 (1.04)
Arabic Language	40.1	27.5	22.0	8.8	1.6	3.96 (1.06)
Mathematics	21.3	37.8	20.1	12.8	7.9	3.52 (1.19)
Science	21.3	44.9	18.4	13.2	2.2	3.70 (1.02)
Social Studies	26.4	36.8	22.9	12.5	1.4	3.74 (1.03)
English Language	26.5	45.1	19.1	6.2	3.1	3.86 (0.98)

Item IC 30: To what extent do the general objectives of the Omani Educational Curriculum promote a capacity to recognize and tolerate complexity and ambiguity?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	37.4	33.8	17.3	9.4	2.2	3.95 (1.06)
Arabic Language	34.3	33.1	18.5	11.8	2.2	3.85 (1.09)
Mathematics	18.5	34.6	24.1	16.7	6.2	3.43 (1.15)
Science	20.9	41.0	21.6	15.7	0.7	3.66 (1.01)
Social Studies	25.5	41.4	20.0	10.3	2.8	3.77 (1.03)
English Language	13.7	39.8	27.3	13.0	6.2	3.42 (1.08)

Item IC 31: To what extent do the general objectives of the Omani Educational Curriculum promote an appreciation for the diversity in human behavior, beliefs, and customs?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	36.2	44.2	10.1	7.2	2.2	4.05 (0.98)
Arabic Language	33.3	36.1	17.2	10.0	3.3	3.86 (1.09)
Mathematics	20.0	30.0	31.3	11.9	6.9	3.44 (1.14)
Science	21.5	39.3	26.7	11.1	1.5	3.68 (0.98)
Social Studies	32.4	34.5	23.4	6.9	2.8	3.87 (1.04)
English Language	22.8	37.7	24.1	9.9	5.6	3.62 (1.11)

Part I Section C
Omani Educational Objectives
(Supervisor)

Item IC 1a: In general, to what extent does the Omani Educational Curriculum specifically aim to develop student achievement on the following cognitive level ?

Memory: the recall or remembering of facts, rules, concepts, generalizations, etc.

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	45.0	40.0	15.0	0.0	0.0	4.30 (0.73)
Arabic Language	13.3	66.7	20.0	0.0	0.0	3.93 (0.59)
Mathematics	15.4	53.8	15.4	15.4	0.0	3.69 (0.95)
Science	23.1	76.9	0.0	0.0	0.0	4.23 (0.44)
Social Studies	35.7	57.1	7.1	0.0	0.0	4.29 (0.61)
English Language	6.3	43.8	31.3	12.5	6.3	3.31 (1.01)

Item IC 1b: In general, to what extent does the Omani Educational Curriculum specifically aim to develop student achievement on the following cognitive level?

Comprehension: understanding what is being communicated but not necessarily relating it to other things.

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	23.8	42.9	14.3	9.5	9.5	3.62 (1.24)
Arabic Language	6.7	46.7	26.7	13.3	6.7	3.33 (1.05)
Mathematics	0.0	30.8	38.5	30.8	0.0	3.00 (0.82)
Science	7.7	38.5	15.4	38.5	0.0	3.15 (1.07)
Social Studies	0.0	57.1	14.3	14.3	14.3	3.14 (1.17)
English Language	6.3	75.0	12.5	6.3	0.0	3.81 (0.66)

Item IC 1c: In general, to what extent does the Omani Educational Curriculum specifically aim to develop student achievement on the following cognitive level?

Application: Using knowledge, methods, theories, etc., in new situations (to solve problems, for example).

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	33.3	42.9	19.0	4.8	0.0	4.05 (0.87)
Arabic Language	40.0	53.3	6.7	0.0	0.0	4.33 (0.62)
Mathematics	0.0	46.2	46.2	7.7	0.0	3.39 (0.65)
Science	23.1	23.1	30.8	23.1	0.0	3.46 (1.13)
Social Studies	28.6	21.4	28.6	14.3	7.1	3.50 (1.29)
English Language	12.5	25.0	56.3	6.3	0.0	3.44 (0.81)

Item IC 1d: In general, to what extent does the Omani Educational Curriculum specifically aim to develop student achievement on the following cognitive level?

Analysis: breaking something down into its component parts and understanding the interrelationships of the parts.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	38.1	42.9	14.3	0.0	4.8	4.10 (1.00)
Arabic Language	26.7	33.3	33.3	6.7	0.0	3.80 (0.94)
Mathematics	15.4	38.5	30.8	15.4	0.0	3.54 (0.97)
Science	7.7	46.2	15.4	30.8	0.0	3.31 (1.03)
Social Studies	21.4	50.0	7.1	21.4	0.0	3.71 (1.07)
English Language	6.3	6.3	50.0	31.3	6.3	2.75 (0.93)

Item IC 1e: In general, to what extent does the Omani Educational Curriculum specifically aim to develop student achievement on the following cognitive level?

Synthesis: putting things together to form a new entity such as a new idea, hypothesis, or set of relationships.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	47.6	33.3	19.0	0.0	0.0	4.29 (0.78)
Arabic Language	28.6	35.7	35.7	0.0	0.0	3.93 (0.83)
Mathematics	7.7	38.5	38.5	15.4	0.0	3.39 (0.87)
Science	15.4	38.5	15.4	30.8	0.0	3.39 (1.12)
Social Studies	14.3	28.6	42.9	14.3	0.0	3.43 (0.94)
English Language	6.3	6.3	31.3	37.5	18.1	2.44 (1.09)

Item IC 1f: In general, to what extent does the Omani Educational Curriculum specifically aim to develop student achievement on the following cognitive level?

Evaluation: making quantitative and qualitative judgements based on stated standards or criteria.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	38.1	47.6	9.5	4.8	0.0	4.19 (0.81)
Arabic Language	40.0	20.0	40.0	0.0	0.0	4.00 (0.93)
Mathematics	0.0	53.8	38.5	7.7	0.0	3.46 (0.66)
Science	23.1	30.8	23.1	15.4	7.7	3.46 (1.27)
Social Studies	21.4	42.9	28.6	7.1	0.0	3.79 (0.89)
English Language	0.0	12.5	37.5	25.0	25.0	2.38 (1.03)

Item IC 2: To what extent do the general objectives of the Omani Educational Curriculum develop and encourage desirable societal behavior?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	61.9	38.1	0.0	0.0	0.0	4.62 (0.50)
Arabic Language	40.0	53.3	6.7	0.0	0.0	4.33 (0.62)
Mathematics	23.1	38.5	30.8	7.7	0.0	3.77 (0.93)
Science	23.1	30.8	7.7	30.8	7.7	3.31 (1.38)
Social Studies	28.6	42.9	28.6	0.0	0.0	4.00 (0.78)
English Language	0.0	40.0	26.7	33.3	0.0	3.07 (0.88)

Item IC 3: To what extent do the general objectives of the Omani Educational Curriculum reflect an ability and desire to apply what is learned from the Omani Curriculum to one's life?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	61.9	33.3	4.8	0.0	0.0	4.57 (0.60)
Arabic Language	30.8	53.8	15.4	0.0	0.0	4.15 (0.69)
Mathematics	15.4	30.8	23.1	30.8	0.0	3.31 (1.11)
Science	16.7	25.0	16.7	41.7	0.0	3.17 (1.19)
Social Studies	28.6	28.6	21.4	21.4	0.0	3.64 (1.15)
English Language	0.0	25.0	37.5	31.3	6.3	2.81 (0.91)

Item IC 4: To what extent do the general objectives of the Omani Educational Curriculum develop a loyalty to the Omani society?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	85.0	15.0	0.0	0.0	0.0	4.85 (0.37)
Arabic Language	73.3	20.0	6.7	0.0	0.0	4.67 (0.62)
Mathematics	46.2	46.2	0.0	7.7	0.0	4.31 (0.86)
Science	46.2	15.4	23.1	15.4	0.0	3.92 (1.19)
Social Studies	78.6	7.1	14.3	0.0	0.0	4.64 (0.75)
English Language	18.8	25.0	31.3	25.0	0.0	3.38 (1.09)

Item IC 5: To what extent do the general objectives of the Omani Educational Curriculum encourage the ability to work together cooperatively on group projects?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	71.4	14.3	14.3	0.0	0.0	4.57 (0.75)
Arabic Language	64.3	21.4	14.3	0.0	0.0	4.50 (0.76)
Mathematics	7.7	53.8	30.8	7.7	0.0	3.62 (0.77)
Science	38.5	23.1	0.0	38.5	0.0	3.62 (1.39)
Social Studies	42.9	14.3	35.7	7.1	0.0	3.93 (1.07)
English Language	6.3	56.3	31.3	6.3	0.0	3.63 (0.72)

Item IC 6: To what extent do the general objectives of the Omani Educational Curriculum promote a consciousness of and commitment to scientific problems and issues?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	57.1	28.6	9.5	4.8	0.0	4.38 (0.87)
Arabic Language	33.3	26.7	40.0	0.0	0.0	3.93 (0.88)
Mathematics	23.1	23.1	30.8	23.1	0.0	3.46 (1.13)
Science	23.1	46.2	7.7	23.1	0.0	3.69 (1.11)
Social Studies	21.4	14.3	64.3	0.0	0.0	3.57 (0.85)
English Language	6.3	6.3	50.0	31.3	6.3	2.75 (0.93)

Item IC 7: To what extent do the general objectives of the Omani Educational Curriculum develop knowledge of facts, concepts, and generalizations which make up the various subject matter of the Omani Educational Curriculum?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	57.1	33.3	9.5	0.0	0.0	4.48 (0.68)
Arabic Language	42.9	42.9	14.3	0.0	0.0	4.29 (0.73)
Mathematics	15.4	38.5	38.5	7.7	0.0	3.62 (0.87)
Science	46.2	30.8	7.7	15.4	0.0	4.08 (1.12)
Social Studies	35.7	50.0	7.1	7.1	0.0	4.14 (0.86)
English Language	18.8	18.8	50.0	12.5	0.0	3.44 (0.96)

Item IC 8: To what extent do the general objectives of the Omani Educational Curriculum develop positive attitudes toward scientific knowledge and methods?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	52.4	33.3	9.5	4.8	0.0	4.33 (0.86)
Arabic Language	46.7	46.7	6.7	0.0	0.0	4.40 (0.63)
Mathematics	30.8	30.8	30.8	7.7	0.0	3.85 (0.99)
Science	38.5	30.8	15.4	15.4	0.0	3.92 (1.12)
Social Studies	35.7	42.9	14.3	7.1	0.0	4.07 (0.92)
English Language	0.0	25.0	62.5	12.5	7.0	3.00 (0.89)

Item IC 9: To what extent does the Omani Educational Curriculum emphasize the affective aspects of the subject matter (eg. values, attitudes, etc.)?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	55.0	40.0	5.0	0.0	0.0	4.50 (0.61)
Arabic Language	33.3	60.0	6.7	0.0	0.0	4.27 (0.59)
Mathematics	7.7	38.5	46.2	7.7	0.0	3.46 (0.78)
Science	0.0	61.5	15.4	15.4	7.7	3.31 (1.03)
Social Studies	30.8	38.5	30.8	0.0	0.0	4.00 (0.82)
English Language	0.0	37.5	31.6	25.0	6.3	3.00 (0.97)

Item IC 10: To what extent do the general objectives of the Omani Educational Curriculum facilitate positive attitudes and habits of expressing hunches and guesses in early stages of inquiry?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	28.6	57.1	14.3	0.0	0.0	4.14 (0.66)
Arabic Language	26.7	40.0	33.3	0.0	0.0	3.93 (0.80)
Mathematics	0.0	46.2	23.1	23.1	7.7	3.08 (1.04)
Science	15.4	46.2	23.1	15.4	0.0	3.62 (0.96)
Social Studies	14.3	35.7	50.0	0.0	0.0	3.64 (0.75)
English Language	0.0	18.8	50.0	25.0	6.3	2.81 (0.83)

Item IC 11: To what extent has the Minsitry of Education demonstrated responsibility for facilitating the Omani Educational Curriculum, through recognition that specific facilities and equipment, as well as properly trained teachers, are needed ?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	52.4	33.3	14.3	0.0	0.0	4.38 (0.74)
Arabic Language	40.0	46.7	13.3	0.0	0.0	4.27 (0.70)
Mathematics	23.1	30.8	30.8	7.7	7.7	3.54 (1.20)
Science	30.8	38.5	15.4	15.4	0.0	3.85 (1.07)
Social Studies	7.1	42.9	42.9	7.1	0.0	3.50 (0.76)
English Language	43.8	50.0	0.0	6.3	0.0	4.31 (0.79)

Item IC 12: To what extent do the general objectives of the Omani Educational Curriculum promote awareness and encourage fulfillment of civic responsibilities?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	33.3	38.1	19.0	9.5	0.0	3.95 (0.97)
Arabic Language	20.0	60.0	20.0	0.0	0.0	4.00 (0.66)
Mathematics	0.0	69.2	23.1	7.7	0.0	3.62 (0.65)
Science	15.4	38.5	30.8	15.4	0.0	3.54 (0.97)
Social Studies	0.0	42.9	42.9	14.3	0.0	3.29 (0.73)
English Language	12.5	31.3	37.5	12.5	6.3	3.31 (1.08)

Item IC 13: To what extent do the general objectives of the Omani Educational Curriculum develop and encourage desirable scientific and social views?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	36.8	52.6	10.5	0.0	0.0	4.26 (0.65)
Arabic Language	26.7	73.3	0.0	0.0	0.0	4.27 (0.46)
Mathematics	7.7	46.2	38.5	0.0	7.7	3.46 (0.97)
Science	15.4	38.5	30.8	15.4	0.0	3.54 (0.97)
Social Studies	0.0	50.0	42.9	7.1	0.0	3.43 (0.65)
English Language	12.5	12.5	56.3	6.3	12.5	3.06 (1.12)

Item IC 14: To what extent do the general objectives of the Omani Educational Curriculum promote an ability and desire to use language correctly in writing or talking?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	38.1	33.3	23.8	4.8	0.0	4.05 (0.92)
Arabic Language	40.0	26.7	33.3	0.0	0.0	4.07 (0.88)
Mathematics	30.8	30.8	38.5	0.0	0.0	3.92 (0.86)
Science	25.0	50.0	16.7	8.3	0.0	3.92 (0.90)
Social Studies	14.3	28.6	28.6	28.6	0.0	3.29 (1.07)
English Language	6.3	43.8	37.5	12.5	0.0	3.44 (0.81)

Item IC 15: To what extent do the general objectives of the Omani Educational Curriculum cultivate the use of the imagination in conceptualizing subject matter principles?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	28.6	47.6	23.8	0.0	0.0	4.05 (0.74)
Arabic Language	26.7	46.7	26.7	0.0	0.0	4.00 (0.76)
Mathematics	23.1	23.1	23.1	23.1	7.7	3.31 (1.32)
Science	0.0	38.5	46.2	15.4	0.0	3.23 (0.73)
Social Studies	7.1	28.6	50.0	14.3	0.0	3.29 (0.83)
English Language	0.0	12.5	52.9	25.0	6.3	2.75 (0.78)

Item IC 16: To what extent do the general objectives of the Omani Educational Curriculum develop the capacity for independent study, for continuing learning outside of the classroom?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	33.3	57.1	4.8	4.8	0.0	4.19 (0.75)
Arabic Language	26.7	53.3	20.0	0.0	0.0	4.07 (0.70)
Mathematics	30.8	23.1	7.7	15.4	23.1	3.23 (1.64)
Science	7.7	38.5	30.8	23.1	0.0	3.31 (0.95)
Social Studies	14.3	50.0	28.6	7.1	0.0	3.71 (0.83)
English Language	0.0	18.8	50.0	25.0	6.3	2.81 (0.83)

Item IC 17: To what extent do the general objectives of the Omani Educational Curriculum develop knowledge of facts and concepts that are basic to understanding of the Omani cultural heritage?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	50.0	30.0	20.0	0.0	0.0	4.30 (0.80)
Arabic Language	46.7	53.3	0.0	0.0	0.0	4.47 (0.52)
Mathematics	15.4	53.8	30.8	0.0	0.0	3.85 (0.69)
Science	23.1	53.8	7.7	15.4	0.0	3.85 (0.99)
Social Studies	28.6	42.9	21.4	0.0	7.1	3.86 (1.10)
English Language	0.0	50.0	37.5	12.5	0.0	3.38 (0.72)

Item IC 18: To what extent do the general objectives of the Omani Educational Curriculum encourage an awareness and knowledge of scientific processes, mechanisms, and effects?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	38.1	38.1	14.3	9.5	0.0	4.05 (0.97)
Arabic Language	26.7	60.0	13.3	0.0	0.0	4.13 (0.64)
Mathematics	30.8	15.4	38.5	15.4	0.0	3.62 (1.12)
Science	23.1	30.8	23.1	23.1	0.0	3.54 (1.13)
Social Studies	14.3	28.6	50.0	7.1	0.0	3.50 (0.86)
English Language	12.5	6.3	62.5	18.8	0.0	3.13 (0.89)

Item IC 19: To what extent are efforts made to follow-up the progress of students (from 1st to 3rd grade) to determine that the sequencing and content of the subject matter is meeting the needs of the Omani student?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	28.6	52.4	14.3	4.8	0.0	4.05 (0.81)
Arabic Language	6.7	60.0	26.7	6.7	0.0	3.67 (0.72)
Mathematics	7.7	23.1	46.2	15.4	7.7	3.08 (1.04)
Science	0.0	38.5	38.5	23.1	0.0	3.15 (0.80)
Social Studies	14.3	28.6	50.0	7.1	0.0	3.50 (0.86)
English Language	6.3	31.3	37.5	12.5	12.5	3.06 (1.12)

Item IC 20: To what extent do the general objectives of the Omani Educational Curriculum facilitate an ability to relate the Omani Curriculum to everyday life?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	47.6	33.3	19.0	0.0	0.0	4.29 (0.78)
Arabic Language	40.0	33.3	26.7	0.0	0.0	4.13 (0.83)
Mathematics	15.4	30.8	30.8	23.1	0.0	3.39 (1.04)
Science	15.4	30.8	30.8	23.1	0.0	3.39 (1.04)
Social Studies	28.6	21.4	42.9	7.1	0.0	3.71 (0.99)
English Language	6.3	31.3	43.8	18.8	0.0	3.25 (0.86)

Item IC 21: To what extent do the general objectives of the Omani Educational Curriculum reflect mastery of basic terms, facts, and concepts of the subject matter?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	28.6	42.9	19.0	9.5	0.0	3.91 (0.58)
Arabic Language	28.6	64.3	7.1	0.0	0.0	4.21 (0.60)
Mathematics	15.4	46.2	30.8	7.7	0.0	3.69 (0.86)
Science	7.7	46.7	30.8	15.4	0.0	3.46 (0.88)
Social Studies	21.4	21.4	35.7	21.4	0.0	3.43 (1.09)
English Language	0.0	50.0	50.0	0.0	0.0	3.50 (0.52)

Item IC 22: To what extent do the general objectives of the Omani Educational Curriculum facilitate critIC al thinking skills, such as skills in structuring pertinent questions, or gathering and organizing data, and making generalizations, etc.?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	9.5	52.4	33.3	4.8	0.0	3.67 (0.73)
Arabic Language	13.3	66.7	20.0	0.0	0.0	3.93 (0.59)
Mathematics	0.0	53.8	30.8	15.4	0.0	3.39 (0.77)
Science	30.8	7.7	38.5	15.4	7.7	3.39 (1.33)
Social Studies	14.3	28.6	42.9	14.3	0.0	3.43 (0.94)
English Language	0.0	18.8	50.0	18.8	12.5	2.75 (0.93)

Item IC 23: To what extent is there evidence that the long-range goals of the Omani Educational Curriculum consider the nature and importance of the history, philosophy, and the lives of Arabic and Islamic scholars as major cultural influences?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	33.3	33.3	33.3	0.0	0.0	4.00 (0.84)
Arabic Language	26.7	66.7	6.7	0.0	0.0	4.20 (0.56)
Mathematics	0.0	15.4	38.5	23.1	23.1	2.46 (1.05)
Science	30.8	53.8	7.7	7.7	0.0	4.08 (0.86)
Social Studies	7.1	64.3	21.4	7.1	0.0	3.71 (0.73)
English Language	0.0	50.0	25.0	12.5	12.5	3.13 (1.09)

Item IC 24: To what extent is there evidence that attention is being given to coordination and integration of the Omani Educational Curriculum among the various subject matters?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	33.3	28.6	23.8	14.3	0.0	3.81 (1.08)
Arabic Language	20.0	46.7	33.3	0.0	0.0	3.87 (0.74)
Mathematics	0.0	23.1	46.2	7.7	23.1	2.69 (1.11)
Science	0.0	23.1	53.8	23.1	0.0	3.00 (0.71)
Social Studies	14.3	50.0	28.6	0.0	7.1	3.64 (1.01)
English Language	0.0	25.0	43.8	25.0	6.3	2.88 (0.89)

Item IC 25: To what extent do the general objectives of the Omani Educational Curriculum develop the ability to judge the validity of evidence and draw sound conclusions from data?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	23.8	42.9	28.6	4.8	0.0	3.86 (0.85)
Arabic Language	20.0	33.3	46.7	0.0	0.0	3.73 (0.80)
Mathematics	0.0	38.5	53.8	7.7	0.0	3.31 (0.63)
Science	0.0	23.1	46.2	30.8	0.0	2.92 (0.76)
Social Studies	0.0	35.7	50.0	7.1	7.1	3.14 (0.86)
English Language	0.0	0.0	62.5	37.5	0.0	2.63 (0.50)

Item IC 26: To what extent do the general objectives of the Omani Educational Curriculum facilitate the capacity to experience multiple loyalties (eg. family, country, religion, culture) and identities?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	61.9	23.8	14.3	0.0	0.0	4.48 (0.75)
Arabic Language	46.7	46.7	0.0	6.7	0.0	4.33 (0.82)
Mathematics	61.5	30.8	0.0	7.7	0.0	4.46 (0.88)
Science	41.7	16.7	16.7	25.0	0.0	3.75 (1.29)
Social Studies	57.1	35.7	0.0	7.1	0.0	4.43 (0.85)
English Language	6.3	37.5	50.0	6.3	0.0	3.44 (0.73)

Item IC 27: To what extent do the general objectives of the Omani Educational Curriculum promote an awareness that learning is a life-long process and continues throughout an individual's life time?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	52.4	28.6	14.3	4.8	0.0	4.29 (0.90)
Arabic Language	60.0	26.7	13.3	0.0	0.0	4.47 (0.74)
Mathematics	46.2	38.5	15.4	0.0	0.0	4.31 (0.75)
Science	30.8	46.2	7.7	15.4	0.0	3.92 (1.04)
Social Studies	28.6	35.7	35.7	0.0	0.0	3.93 (0.83)
English Language	0.0	25.0	50.0	18.8	6.3	2.94 (0.85)

Item IC 28: To what extent do the general objectives of the Omani Educational Curriculum promote a positive attitude toward learning and inquiry?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	38.1	38.1	14.3	9.5	0.0	4.05 (0.97)
Arabic Language	20.0	73.3	6.7	0.0	0.0	4.13 (0.52)
Mathematics	8.3	58.3	16.7	8.3	8.3	3.50 (1.09)
Science	15.4	30.8	38.5	15.4	0.0	3.46 (0.97)
Social Studies	21.4	57.1	21.4	0.0	0.0	4.00 (0.68)
English Language	0.0	25.0	62.5	12.5	0.0	3.13 (0.62)

Item 29: To what extent do the general objectives of the Omani Educational Curriculum reflect skills in analyzing issues and problems?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	38.1	28.6	23.8	9.5	0.0	3.95 (1.02)
Arabic Language	26.7	53.3	20.0	0.0	0.0	4.07 (0.70)
Mathematics	7.7	46.2	30.8	15.4	0.0	3.46 (0.88)
Science	7.7	30.8	38.5	23.1	0.0	3.23 (0.93)
Social Studies	7.1	28.6	50.0	14.3	0.0	3.29 (0.83)
English Language	20.0	33.3	33.3	13.3	0.0	3.60 (0.99)

Item IC 30: To what extent do the general objectives of the Omani Educational Curriculum promote a capacity to recognize and tolerate complexity and ambiguity?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	23.8	38.1	28.6	9.5	0.0	3.76 (0.94)
Arabic Language	26.7	46.7	26.7	0.0	0.0	4.00 (0.76)
Mathematics	15.4	53.8	15.4	15.4	0.0	3.69 (0.95)
Science	15.4	15.4	30.8	38.5	0.0	3.08 (1.12)
Social Studies	7.7	7.7	46.2	30.8	7.7	2.77 (1.01)
English Language	0.0	40.0	33.3	13.3	13.3	3.00 (1.07)

Item IC 31: To what extent do the general objectives of the Omani Educational Curriculum promote an appreciation for the diversity in human behavior, beliefs, and customs?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	25.0	60.0	10.0	5.0	0.0	4.05 (0.76)
Arabic Language	26.7	40.0	33.3	0.0	0.0	3.93 (0.80)
Mathematics	7.7	46.2	30.8	15.4	0.0	3.46 (0.88)
Science	7.7	7.7	38.5	38.5	7.7	2.69 (1.03)
Social Studies	7.1	7.1	64.3	14.3	7.1	2.93 (0.92)
English Language	0.0	33.3	53.3	6.7	6.7	3.13 (0.83)

Part I Section C
Omani Educational Obectives
(Administrator)

Item IC	Response*					
To what extent do the general objectives of the Omani Educational Curriculum:	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. In general, to what extent does the Omani Educational Curriculum specifically aim to develop student achievement on each of the following cognitive levels?						
a. Memory: the recall or remembering of facts, rules, concepts, generalizations, etc.	33.1	38.1	21.9	6.3	0.6	3.97 (0.93)
b. Comprehension: understanding what is being communicated but not necessarily relating it to other things.	13.9	41.8	17.1	19.0	8.2	3.34 (1.18)
c. Application: using knowledge, methods, theories, etc., in new stuations (to solve problems, for example).	39.1	37.2	16.7	6.4	0.6	4.08 (0.93)
d. Analysis: breaking something down into its component parts and understanding the interrelationships of the parts.	42.3	32.1	17.9	6.4	1.3	4.08 (0.99)
e. Synthesis: putting things together to form a new entity such as a new idea, hypothesis, or set of relationships.	47.8	29.9	16.6	4.5	1.3	4.19 (0.95)
f. Evaluation: making quantitative and qualitative judgements based on stated standards or criteria.	37.3	36.1	19.0	6.3	1.3	4.02 (0.97)
2. Develop and encourage desirable societial behavior?	51.0	33.1	11.5	4.5	0.0	4.31 (0.85)
3. Reflect an ability and desire to apply what is learned from the Omani Curriculum to one's life?	41.9	36.1	14.8	7.1	0.0	4.13 (0.92)
4. Develop a loyalty to the Omani Society?	73.7	21.9	3.7	0.6	0.0	4.68 (0.61)
5. Encourage the ability to work together cooperatively on group projects?	51.0	29.0	15.5	4.5	0.0	4.27 (0.88)
6. Promote a consciousness of and commitment to scientific problems and issues?	34.4	38.2	19.1	8.3	0.0	3.99 (0.93)
7. Develop knowledge of facts, concepts, and generalizations which make up the various subject matter of the Omani Educational Curriculum?	40.9	38.4	16.4	3.8	0.6	4.15 (0.87)
8. Develop positive attitues toward scientific knowledge and methods?	44.1	39.8	11.2	5.0	0.0	4.23 (0.84)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IC con't

To what extent do the general objectives of the Omani Educational Curriculum:	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
9. Emphasize the affective aspects of the subject matter (eg. values, attitudes,etc.)?	34.6	47.2	18.2	0.0	0.0	4.16 (0.71)
10. Facilitate positive attitudes and habits of expressing hunches and guesses in early stages of inquiry?	26.4	36.5	33.3	2.5	1.3	3.84 (0.89)
11. To what extent has the Ministry of Education demonstrated responsibility for facilitating the Omani Educational Curriculum, through recognition that specific facilities and equipment, as well as properly trained teachers, are needed?	35.6	38.7	16.9	3.7	5.0	3.96 (1.06)
12. Promote awareness and encourage fulfillment of civic responsibilities?	31.4	46.5	15.1	5.0	1.9	4.01 (0.92)
13. Develop and encourage desirable scientific and social views?	33.3	39.1	18.6	7.1	1.9	3.95 (0.99)
14. Promote an ability and desire to use language correctly in writting or talking?	45.6	33.5	12.0	8.2	0.6	4.15 (0.97)
15. Cultivate the use of the imagination in conceptualizing subject matter principles?	29.3	40.1	19.7	10.2	0.6	3.87 (0.97)
16. Develop the capacity for independent study for continuing learning outside of the classroom?	32.7	42.1	11.9	11.9	1.3	3.93 (1.02)
17. Develop knowledge of facts and concepts that are basic to the understanding of the Omani cultural heritage?	47.2	32.1	15.7	4.4	0.6	4.21 (0.91)
18. Encourage an awareness and knowledge of scientific processes, mechanisms, and effects?	33.3	44.0	17.0	5.0	0.6	4.04 (0.87)
19. To what extent are efforts made to follow up the progress of students (from 1st to 3rd grade) to determine that the sequencing and content of the subject matter is meeting the needs of the Omani student?	27.2	44.9	19.0	5.7	3.2	3.87 (0.98)
20. Facilitate an ability to relate the Omani Curriculum to everyday life?	41.0	39.8	12.4	5.0	1.9	4.13 (0.94)
21. Reflect mastery of basic terms, facts, and concepts of the subject matter?	22.4	56.5	15.5	4.3	1.2	3.94 (0.82)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IC con't	Response*					
To what extent do the general objectives of the Omani Educational Curriculum:	5 %	4 %	3 %	2 %	1 %	Mean (sd)
22. Facilitate critical thinking skills, such as skills in structuring pertinent questions, or gathering and organizing data, and making generalizations, etc.?	32.1	37.0	24.1	6.2	0.6	3.94 (0.93)
23. To what extent is there evidence that the long-range goals of the Omani Educational Curriculum consider the nature and importance of the history, philosophy, and the lives of Arabic and Islamic scholars as major cultural influences?	30.6	42.5	21.9	5.0	0.0	3.99 (0.85)
24. To what extent is there evidence that attention is being given to coordination and integration of the Omani Educational Curriculum among the various subject matters?	25.0	45.0	20.6	8.1	1.2	3.84 (0.94)
25. Develop the ability to judge the validity of evidence and draw sound conclusions from data?	26.2	41.9	23.7	6.9	1.2	3.85 (0.93)
26. Facilitate the capacity to experience multiple loyalties (eg. family, country, religion, culture) and identities?	65.8	26.1	6.8	1.2	0.0	4.57 (0.68)
27. Promote an awareness that learning is a life-long process and continues throughout an individual's life time?	53.7	33.3	8.6	3.7	0.6	4.36 (0.84)
28. Promote a positive attitude toward learning and inquiry?	26.4	56.6	14.5	2.5	0.0	4.07 (0.71)
29. The Curriculum should reflect skills in analyzing issues and problems?	26.2	40.6	23.7	8.7	0.6	3.83 (0.94)
30. Promote a capacity to recognize and tolerate complexity and ambiquity?	24.4	42.5	23.7	8.7	0.6	3.81 (0.93)
31. Promote an appreciation for the diversity in human behavior, beliefs, and customs?	17.9	41.4	30.9	7.4	2.5	3.65 (0.94)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Part II Section A: Part 1
Process of Curriculum Development
(Teacher)

Item IIA1 1a: In successful curriculum development, one of the basic ingredients is the full participation - of all those who are affected by the change - in the process of development from the beginning to the end. To what extent do you feel that teachers should participate in such development?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	36.5	21.4	21.4	11.9	8.7	3.65 (1.32)
Arabic Language	35.8	18.8	20.0	15.2	10.3	3.55 (1.38)
Mathematics	19.9	30.1	21.8	12.8	15.4	3.26 (1.34)
Science	16.4	19.5	28.9	20.3	14.8	3.02 (1.29)
Social Studies	22.8	36.0	21.3	11.0	8.8	3.53 (1.21)
English Language	62.1	27.3	6.8	2.5	1.2	4.47 (0.83)

Item IIA1 1b: In successful curriculum development, one of the basic ingredients is the full participation - of all those who are affected by the change - in the process of development from the beginning to the end. To what extent do you feel that supervisors should participate in such development?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	79.3	17.0	2.2	1.5	0.0	4.74 (0.57)
Arabic Language	67.6	24.2	3.8	2.2	2.2	4.53 (0.85)
Mathematics	70.9	18.4	5.1	2.5	3.2	4.51 (0.93)
Science	67.4	19.3	10.4	0.0	3.0	4.48 (0.91)
Social Studies	69.3	21.4	5.0	3.6	0.7	4.55 (0.81)
English Language	- Item was not assessed on English Language teachers -					

Item IIA1 1c: In successful curriculum development, one of the basic ingredients is the full participation - of all those who are affected by the change - in the process of development from the beginning to the end. To what extent do you feel that education administrators should participate in such development?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	20.2	12.1	18.5	21.0	28.2	2.75 (1.49)
Arabic Language	21.6	11.1	21.1	21.6	24.6	2.84 (1.47)
Mathematics	24.5	18.1	21.9	13.5	21.9	3.10 (1.48)
Science	14.2	14.2	20.5	19.7	31.5	2.60 (1.42)
Social Studies	18.8	24.1	18.0	17.3	21.8	3.01 (1.43)
English Language	55.8	24.4	16.0	2.6	1.3	4.31 (0.92)

Item IIA1 1d: In successful curriculum development, one of the basic ingredients is the full participation - of all those who are affected by the change - in the process of development from the beginning to the end. To what extent do you feel that students should participate in such development?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	77.0	16.5	3.6	2.2	0.7	4.67 (0.72)
Arabic Language	85.9	10.3	2.7	0.0	1.1	4.80 (0.59)
Mathematics	82.7	10.5	0.6	1.2	4.9	4.65 (0.96)
Science	73.0	19.0	3.6	0.7	3.6	4.57 (0.90)
Social Studies	77.6	16.8	2.8	0.7	2.1	4.67 (0.76)
English Language	51.6	28.6	10.6	4.3	5.0	4.17 (1.10)

Item IIA1 1e: In successful curriculum development, one of the basic ingredients is the full participation - of all those who are affected by the change - in the process of development from the beginning to the end. To what extent do you feel that parents should participate in such development?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	13.7	11.3	19.4	26.6	29.0	2.54 (1.38)
Arabic Language	19.0	13.8	15.5	23.6	28.2	2.72 (1.48)
Mathematics	14.5	12.5	16.4	22.4	34.2	2.51 (1.44)
Science	8.4	9.9	19.1	25.2	37.4	2.27 (1.29)
Social Studies	14.2	14.9	18.7	24.6	27.6	2.63 (1.40)
English Language	26.4	31.4	23.3	9.4	9.4	3.56 (1.24)

Item IIA1 1f: In successful curriculum development, one of the basic ingredients is the full participation - of all those who are affected by the change - in the process of development from the beginning to the end. To what extent do you feel that concerned groups like industry, commerce, etc. should participate in such development?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	36.8	21.8	18.8	12.0	10.5	3.62 (1.36)
Arabic Language	39.8	22.7	17.6	10.8	9.1	3.73 (1.33)
Mathematics	25.9	30.4	26.6	7.0	10.1	3.56 (1.23)
Science	29.5	19.7	24.2	12.9	13.6	3.39 (1.39)
Social Studies	27.5	34.1	18.8	11.6	8.0	3.62 (1.23)
English Language	6.3	28.9	36.5	10.1	18.2	2.95 (1.17)

Item IIA1 2a: To what extent do you feel as a teacher who implements the Omani curriculum that you have participated with your opinion, in each step of its development process: In defining the objective of your subject matter.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	38.6	32.6	12.1	11.4	5.3	3.88 (1.20)
Arabic Language	40.2	21.8	10.1	13.4	14.5	3.60 (1.48)
Mathematics	23.9	24.5	15.7	16.4	19.5	3.17 (1.46)
Science	23.5	33.8	16.9	16.9	8.8	3.46 (1.26)
Social Studies	26.1	29.7	20.3	10.1	13.8	3.44 (1.35)
English Language	26.8	44.6	12.1	5.7	10.8	3.71 (1.23)

Item IIA1 2b: To what extent do you feel as a teacher who implements the Omani curriculum that you have participated with your opinion, in each step of its development process: In choosing and sequencing the topics to be included in each grade level.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	38.5	22.2	10.4	14.8	14.1	3.56 (1.47)
Arabic Language	34.6	14.5	11.2	14.5	25.1	3.19 (1.63)
Mathematics	16.1	17.4	19.9	22.4	24.2	2.79 (1.41)
Science	13.4	20.9	20.1	30.6	14.9	2.87 (1.28)
Social Studies	19.1	22.7	19.9	19.1	19.1	3.04 (1.40)
English Language	22.0	27.7	13.8	10.7	25.8	3.09 (1.52)

Item IIA1 2c: To what extent do you feel as a teacher who implements the Omani curriculum that you have participated with your opinion, in each step of its development process: In the way the selected material is presented in the text books.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	24.1	32.8	21.9	8.0	13.1	3.47 (1.30)
Arabic Language	20.1	20.7	21.7	17.4	20.1	3.03 (1.41)
Mathematics	9.4	22.5	20.0	22.5	25.6	2.68 (1.33)
Science	14.7	20.6	27.2	23.5	14.0	2.99 (1.27)
Social Studies	11.9	28.7	26.6	18.2	14.7	3.05 (1.24)
English Language	20.4	36.3	11.5	6.4	25.5	3.20 (1.50)

Item IIA1 2d: To what extent do you feel as a teacher who implements the Omani curriculum that you have participated with your opinion, in each step of its development process: In choosing the activities that suit the students.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	34.8	30.4	17.0	10.4	7.4	3.75 (1.24)
Arabic Language	23.1	24.7	22.0	17.2	12.9	3.28 (1.34)
Mathematics	11.9	25.6	22.5	22.5	17.5	2.92 (1.29)
Science	20.6	29.4	27.2	15.4	7.4	3.40 (1.19)
Social Studies	17.6	37.3	22.5	14.1	8.5	3.42 (1.18)
English Language	25.5	35.4	17.4	6.2	15.5	3.49 (1.35)

Item IIA1 2e: To what extent do you feel as a teacher who implements the Omani curriculum that you have participated with your opinion, in each step of its development process: In trying out the suggested material on a small number of classes before the wide scale installation of the new curriculum.

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	18.7	28.4	17.2	17.9	17.9	3.12 (1.39)
Arabic Language	25.1	17.9	17.9	16.8	22.3	3.07 (1.50)
Mathematics	11.3	17.0	16.4	25.8	29.6	2.55 (1.37)
Science	13.7	18.3	25.2	26.0	16.8	2.86 (1.29)
Social Studies	13.4	21.1	20.4	21.1	23.9	2.79 (1.37)
English Language	15.8	34.8	20.9	7.0	21.5	3.17 (1.38)

Item IIA1 2f: To what extent do you feel as a teacher who implements the Omani curriculum that you have participated with your opinion, in each step of its development process: In evaluating every step of the development process.

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	30.1	27.2	16.9	12.5	13.2	3.49 (1.38)
Arabic Language	29.8	22.7	17.7	14.9	14.9	3.38 (1.43)
Mathematics	15.0	20.0	26.2	16.2	22.5	2.89 (1.36)
Science	16.0	20.6	25.2	23.7	14.5	3.00 (1.30)
Social Studies	21.1	22.5	26.1	13.4	16.9	3.18 (1.37)
English Language	17.8	38.2	22.4	8.6	13.2	3.39 (1.25)

Item IIA1 3a: To what extent do you feel that your feedback to the designers was taken seriously and adopted in accomplishing each step: during the curriculum development process.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	25.0	15.6	20.3	20.3	18.8	3.08 (1.46)
Arabic Language	18.6	19.2	12.6	20.4	29.3	2.77 (1.51)
Mathematics	4.4	16.5	25.3	22.8	31.0	2.41 (1.21)
Science	9.8	18.2	22.7	23.5	25.8	2.63 (1.31)
Social Studies	8.0	20.3	31.2	18.1	22.5	2.73 (1.24)
English Language	14.1	24.4	35.9	12.2	13.5	3.14 (1.21)

Item IIA1 3b: To what extent do you feel that your feedback to the designers was taken seriously and adopted in accomplishing each step: during the curriculum implementation and yearly follow up.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	25.4	23.1	22.3	23.8	5.4	3.39 (1.25)
Arabic Language	21.6	21.6	17.5	28.7	10.5	3.15 (1.33)
Mathematics	3.8	20.8	26.4	34.0	15.1	2.64 (1.09)
Science	14.4	16.7	21.2	39.4	8.3	2.89 (1.21)
Social Studies	14.2	24.8	24.8	28.4	7.8	3.09 (1.19)
English Language	- Item was not assessed on English Language teachers -					

Item IIA1 4a: To what extent do you feel that the supervisors were given a fair chance of participation in the curriculum development process?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	24.8	35.7	20.2	8.5	10.9	3.55 (1.26)
Arabic Language	25.9	23.5	21.2	18.3	10.6	3.35 (1.33)
Mathematics	14.3	21.7	29.8	16.1	18.0	2.98 (1.30)
Science	11.9	19.8	23.0	24.6	20.6	2.78 (1.31)
Social Studies	11.1	27.4	28.9	20.7	11.9	3.05 (1.19)
English Language	- Item was not assessed on English Language teachers -					

Item IIA1 4b: To what extent do you feel that the education administrators were given a fair chance of participation in the curriculum development process?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	6.3	11.1	12.7	23.0	46.8	2.07 (1.27)
Arabic Language	11.1	4.1	12.3	23.4	49.1	2.05 (1.34)
Mathematics	7.6	5.7	14.6	16.6	55.4	1.94 (1.27)
Science	5.6	4.8	5.6	23.0	61.1	1.71 (1.13)
Social Studies	5.8	4.3	11.5	16.5	61.9	1.76 (1.17)
English Language	23.2	46.5	20.6	3.9	5.8	3.77 (1.04)

Item IIA1 4c: To what extent do you feel that the students were given a fair chance of participation in the curriculum development process?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	51.5	28.5	11.5	6.2	2.3	4.21 (1.02)
Arabic Language	45.2	20.2	13.1	11.3	10.1	3.79 (1.38)
Mathematics	27.0	30.8	23.9	8.2	10.1	3.57 (1.25)
Science	29.5	27.3	19.7	16.7	6.8	3.56 (1.26)
Social Studies	23.4	39.4	18.2	9.5	9.5	3.58 (1.22)
English Language	24.5	29.7	9.7	11.6	24.5	3.18 (1.54)

Item IIA1 4d: To what extent do you feel that the parents were given a fair chance of participation in the curriculum development process?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	8.5	7.7	16.2	21.5	46.2	2.11 (1.30)
Arabic Language	10.0	7.6	11.8	21.8	48.8	2.08 (1.35)
Mathematics	6.3	9.4	20.6	20.0	43.8	2.14 (1.25)
Science	4.7	5.5	11.0	24.4	54.3	1.82 (1.13)
Social Studies	8.0	7.2	11.6	29.7	43.5	2.07 (1.25)
English Language	9.2	9.8	22.2	17.6	41.2	2.28 (1.34)

Item IIA1 4e: To what extent do you feel that the various social groups were given a fair chance of participation in the curriculum development process?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	16.8	22.9	18.3	17.6	24.4	2.90 (1.44)
Arabic Language	25.1	11.7	22.9	17.3	22.9	2.99 (1.49)
Mathematics	9.9	15.5	23.0	16.8	34.8	2.49 (1.37)
Science	14.1	10.9	20.3	23.4	31.3	2.53 (1.40)
Social Studies	13.7	12.9	27.3	21.6	24.5	2.70 (1.34)
English Language	5.9	11.2	26.3	21.7	34.9	2.32 (1.23)

Item IIA1 5: To what extent do you have a clear picture of the curriculum in your subject matter from grade 1 through 12?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	40.1	36.5	15.3	4.4	3.6	4.05 (1.03)
Arabic Language	32.6	42.9	14.3	7.4	2.9	3.95 (1.01)
Mathematics	29.9	45.7	12.8	9.8	1.8	3.92 (0.99)
Science	31.5	39.4	20.5	6.3	2.4	3.91 (0.99)
Social Studies	24.5	43.4	20.3	8.4	3.5	3.77 (1.03)
English Language	19.5	54.1	15.1	6.9	4.4	3.77 (0.99)

Item IIA1 6a: If you did not participate in the curriculum development process, to what extent have you been informed about this curriculum during its development? At the beginning

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	19.8	27.5	23.7	14.5	14.5	3.24 (1.32)
Arabic Language	19.5	32.8	17.2	17.2	13.2	3.28 (1.32)
Mathematics	10.8	29.1	25.9	14.6	19.6	2.97 (1.29)
Science	10.9	28.1	26.6	18.8	15.6	3.00 (1.24)
Social Studies	10.4	30.4	29.6	14.1	15.6	3.06 (1.22)
English Language	11.8	23.5	26.8	14.4	23.5	2.86 (1.34)

Item IIA1 6b: If you did not participate in the curriculum development process, to what extent have you been informed about this curriculum during its development? During the development process

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	22.7	34.4	19.5	10.9	12.5	3.44 (1.30)
Arabic Language	21.2	34.1	18.2	14.1	12.4	3.38 (1.30)
Mathematics	10.3	28.8	25.0	14.7	21.2	2.92 (1.30)
Science	9.5	27.0	24.6	19.0	19.8	2.87 (1.28)
Social Studies	6.7	37.8	24.4	17.0	14.1	3.06 (1.18)
English Language	13.2	23.7	30.3	12.5	20.4	2.97 (1.31)

Item IIA1 6c: If you did not participate in the curriculum development process, to what extent have you been informed about this curriculum during its development? When you were asked to implement it

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	50.7	28.4	9.7	4.5	6.7	4.12 (1.18)
Arabic Language	45.5	25.3	13.5	12.4	3.4	3.97 (1.18)
Mathematics	35.0	38.7	10.6	5.6	10.0	3.83 (1.25)
Science	36.9	31.5	17.7	8.5	5.4	3.86 (1.17)
Social Studies	34.8	36.2	15.2	9.4	4.3	3.88 (1.12)
English Language	24.7	39.0	22.1	7.8	6.5	3.68 (1.13)

Item IIA1 7a: To what extent do you feel that you have been given enough and timely information about the curriculum development at the following stage? Defining the philosophy of curriculum development

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	23.3	33.1	15.8	16.5	11.3	3.41 (1.31)
Arabic Language	20.0	30.0	20.6	13.3	16.1	3.24 (1.35)
Mathematics	11.6	22.0	26.2	20.1	20.1	2.85 (1.30)
Science	10.4	28.9	29.6	23.7	7.4	3.11 (1.11)
Social Studies	14.7	27.3	35.7	14.7	7.7	3.27 (1.12)
English Language	4.5	25.5	22.3	14.6	33.1	2.54 (1.30)

Item IIA1 7b: To what extent do you feel that you have been given enough and timely information about the curriculum development at the following stage? Stating the objectives of each subject matter

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	34.3	41.0	10.4	9.7	4.5	3.91 (1.11)
Arabic Language	37.0	32.6	15.5	7.2	7.7	3.84 (1.22)
Mathematics	16.6	32.5	26.4	14.1	10.4	3.31 (1.21)
Science	21.1	39.1	21.8	13.5	4.5	3.59 (1.10)
Social Studies	22.0	42.6	22.0	9.2	4.3	3.69 (1.05)
English Language	13.5	30.8	21.2	13.5	21.2	3.02 (1.36)

Item IIA1 7c: To what extent do you feel that you have been given enough and timely information about the curriculum development at the following stage? Choosing the topics to be included

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	35.8	30.6	18.7	10.4	4.5	3.83 (1.16)
Arabic Language	31.7	31.1	16.4	10.9	9.8	3.64 (1.30)
Mathematics	13.0	28.4	29.6	13.0	16.0	3.09 (1.26)
Science	14.6	31.5	29.2	13.8	10.8	3.25 (1.19)
Social Studies	18.9	35.7	26.6	9.8	9.1	3.46 (1.17)
English Language	7.2	17.0	10.5	24.2	41.2	2.25 (1.34)

Item IIA1 7d: To what extent do you feel that you have been given enough and timely information about the curriculum development at the following stage? Writing the material

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	32.8	33.6	17.9	9.7	6.0	3.78 (1.18)
Arabic Language	24.9	34.8	13.8	12.2	14.4	3.44 (1.36)
Mathematics	13.6	29.6	25.3	19.1	12.3	3.13 (1.23)
Science	10.6	31.8	31.8	15.2	10.6	3.17 (1.14)
Social Studies	15.4	38.4	30.1	8.4	7.7	3.46 (1.09)
English Language	6.5	15.0	14.4	16.3	47.7	2.16 (1.34)

Item IIA1 7e: To what extent do you feel that you have been given enough and timely information about the curriculum development at the following stage? Trying it out on a small scale

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	28.2	26.0	16.0	15.3	14.5	3.38 (1.41)
Arabic Language	20.7	18.3	24.3	17.8	18.9	3.04 (1.40)
Mathematics	6.7	16.0	28.8	27.0	21.5	2.60 (1.18)
Science	9.2	19.1	28.2	26.0	17.6	2.76 (1.21)
Social Studies	9.3	26.4	24.3	20.0	20.0	2.85 (1.28)
English Language	9.9	11.8	22.4	12.5	43.4	2.32 (1.39)

Item IIA1 7f: To what extent do you feel that you have been given enough and timely information about the curriculum development at the following stage? Evaluating the try out

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	23.1	19.4	20.9	13.4	23.1	3.06 (1.48)
Arabic Language	17.2	15.5	20.7	24.7	21.8	2.82 (1.39)
Mathematics	8.6	14.2	22.8	24.7	29.6	2.48 (1.29)
Science	9.8	17.4	22.0	23.5	27.3	2.59 (1.32)
Social Studies	10.6	17.7	22.7	26.2	22.7	2.67 (1.30)
English Language	12.4	18.3	19.0	15.0	35.3	2.58 (1.44)

Item IIA1 7g: To what extent do you feel that you have been given enough and timely information about the curriculum development at the following stage? Modifying the material for final version

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	26.3	32.8	19.0	10.9	10.9	3.53 (1.29)
Arabic Language	24.0	22.9	19.6	14.0	19.6	3.18 (1.45)
Mathematics	9.2	22.7	24.5	23.3	20.2	2.77 (1.26)
Science	11.9	26.1	29.9	16.4	15.7	3.02 (1.24)
Social Studies	8.4	23.8	36.4	12.6	18.9	2.90 (1.21)
English Language	13.5	17.9	21.2	10.9	36.5	2.61 (1.47)

Item IIA1 8a: The process of curriculum development continues after it had been implemented. This results in continuous improvement of the educational materials from one year to another. To what extent do you feel that this is happening in the case of the Omani curriculum in your subject matter as indicated in the following: To what extent is each edition of the textbook improved in comparison with the one of the previous year.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	35.5	34.1	16.7	8.0	5.8	3.86 (1.16)
Arabic Language	37.4	31.9	13.7	7.7	9.3	3.80 (1.28)
Mathematics	20.1	42.7	15.9	11.0	10.4	3.51 (1.23)
Science	26.7	35.6	21.5	10.4	5.9	3.67 (1.15)
Social Studies	31.0	38.6	17.2	11.0	2.1	3.86 (1.05)
English Language	13.2	49.7	26.4	6.3	4.4	3.61 (0.95)

Item IIA1 8b: The process of curriculum development continues after it had been implemented. This results in continuous improvement of the educational materials from one year to another. To what extent do you feel that this is happening in the case of the Omani curriculum in your subject matter as indicated in the following: At the end of every school year, to what extent are you asked to give your evaluation of the curriculum and your suggestions for its improvements.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	29.0	28.3	16.7	11.6	14.5	3.46 (1.39)
Arabic Language	22.7	29.2	22.2	13.5	12.4	3.36 (1.31)
Mathematics	11.0	26.4	23.9	17.8	20.9	2.89 (1.31)
Science	13.0	29.0	23.7	22.1	12.2	3.08 (1.23)
Social Studies	20.8	20.8	29.9	18.8	9.7	3.24 (1.25)
English Language	8.0	11.7	33.7	16.0	30.7	2.50 (1.26)

Item IIA1 8c: The process of curriculum development continues after it had been implemented. This results in continuous improvement of the educational materials from one year to another. To what extent do you feel that this is happening in the case of the Omani curriculum in your subject matter as indicated in the following: To what extent are you informed of the changes before it is given to you to implement.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	27.3	23.7	9.4	15.8	23.7	3.15 (1.56)
Arabic Language	38.5	21.4	8.8	15.9	15.4	3.52 (1.51)
Mathematics	17.3	15.4	17.3	21.6	28.4	2.72 (1.46)
Science	18.2	18.9	23.5	20.5	18.9	2.97 (1.38)
Social Studies	16.6	20.0	22.8	23.4	17.2	2.95 (1.34)
English Language	12.6	25.8	17.0	15.1	29.6	2.77 (1.43)

Part II Section A: Part 1
Process of Curriculum Development
(Supervisor)

Item IIA1 1a: In successful curriculum development, one of the basic ingredients is the full participation - of all those who are affected by the change - in the process of development from the beginning to the end. To what extent do you feel that teachers should participate in such development?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	28.6	28.6	33.3	9.5	0.0	3.76 (1.00)
Arabic Language	40.0	33.3	6.7	13.3	6.7	3.88 (1.30)
Mathematics	38.5	15.4	23.1	0.0	23.1	3.46 (1.61)
Science	27.3	9.1	54.5	0.0	9.1	3.46 (1.21)
Social Studies	35.7	21.4	28.6	0.0	14.8	3.64 (1.39)
English Language	56.3	31.3	12.5	0.0	0.0	4.44 (0.73)

Item IIA1 1b: In successful curriculum development, one of the basic ingredients is the full participation - of all those who are affected by the change - in the process of development from the beginning to the end. To what extent do you feel that supervisors should participate in such development?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	85.7	9.5	0.0	0.0	4.8	4.71 (0.90)
Arabic Language	86.7	6.7	0.0	6.7	0.0	4.73 (0.80)
Mathematics	69.2	7.7	15.4	7.7	0.0	4.39 (1.04)
Science	92.3	7.7	0.0	0.0	0.0	4.92 (0.28)
Social Studies	92.9	0.0	0.0	0.0	7.1	4.71 (1.07)
English Language	- Item was not assessed on English Language supervisors-					

Item IIA1 1c: In successful curriculum development, one of the basic ingredients is the full participation - of all those who are affected by the change - in the process of development from the beginning to the end. To what extent do you feel that education administrators should participate in such development?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	35.0	5.0	30.0	10.0	20.0	3.25 (1.55)
Arabic Language	7.1	42.9	14.3	35.7	0.0	3.21 (1.05)
Mathematics	15.4	30.8	23.1	15.4	15.4	3.15 (1.35)
Science	18.2	18.2	18.2	18.2	27.3	2.82 (1.54)
Social Studies	21.4	21.4	7.1	28.6	21.4	2.93 (1.54)
English Language	56.3	31.3	0.0	12.5	0.0	4.31 (1.01)

Item IIA1 1d: In successful curriculum development, one of the basic ingredients is the full participation - of all those who are affected by the change - in the process of development from the beginning to the end. To what extent do you feel that students should participate in such development?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	76.2	19.0	0.0	4.8	0.0	4.67 (0.73)
Arabic Language	73.3	13.3	6.7	6.7	0.0	4.53 (0.92)
Mathematics	76.9	7.7	7.7	0.0	7.7	4.46 (1.20)
Science	69.2	23.1	7.7	0.0	0.0	4.62 (0.65)
Social Studies	85.7	14.3	0.0	0.0	0.0	4.86 (0.36)
English Language	43.8	12.5	6.3	18.8	18.8	3.44 (1.67)

Item IIA1 1e: In successful curriculum development, one of the basic ingredients is the full participation - of all those who are affected by the change - in the process of development from the beginning to the end. To what extent do you feel that parents should participate in such development?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	20.0	10.0	40.0	20.0	10.0	3.10 (1.25)
Arabic Language	6.7	20.0	40.0	26.7	6.7	2.93 (1.03)
Mathematics	7.7	38.5	23.1	15.4	15.4	3.08 (1.26)
Science	8.3	8.3	41.7	33.3	8.3	2.75 (1.06)
Social Studies	7.1	21.4	21.4	14.3	35.7	2.50 (1.40)
English Language	31.3	31.3	12.5	25.0	0.0	3.69 (1.20)

Item IIA1 1f: In successful curriculum development, one of the basic ingredients is the full participation - of all those who are affected by the change - in the process of development from the beginning to the end. To what extent do you feel that concerned groups like industry, commerce, etc. should participate in such development?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	36.8	15.8	31.6	15.8	0.0	3.74 (1.15)
Arabic Language	26.7	33.3	20.0	13.3	6.7	3.60 (1.24)
Mathematics	23.1	23.1	30.8	15.4	7.7	3.39 (1.26)
Science	41.7	25.0	25.0	8.3	0.0	4.00 (1.04)
Social Studies	57.1	14.3	7.1	14.3	7.1	4.00 (1.41)
English Language	12.5	31.3	50.0	0.0	6.3	3.44 (0.96)

Item IIA1 2a: To what extent do you feel as a teacher who implements the Omani curriculum that you have participated with your opinion, in each step of its development process: In defining the objective of your subject matter.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	47.6	23.8	4.8	19.0	4.8	3.91 (1.34)
Arabic Language	40.0	46.7	6.7	6.7	0.0	4.20 (0.86)
Mathematics	15.4	38.5	30.8	7.7	7.7	3.46 (1.13)
Science	23.1	15.4	30.8	7.7	23.1	3.08 (1.50)
Social Studies	15.4	46.2	23.1	7.7	7.7	3.54 (1.13)
English Language	12.5	43.8	18.8	6.3	18.8	3.25 (1.34)

Item IIA1 2b: To what extent do you feel as a teacher who implements the Omani curriculum that you have participated with your opinion, in each step of its development process: In choosing and sequencing the topics to be included in each grade level.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	33.3	38.1	14.3	4.8	9.5	3.81 (1.25)
Arabic Language	26.7	33.3	20.0	20.0	0.0	3.67 (1.11)
Mathematics	15.4	38.5	23.1	7.7	15.4	3.31 (1.32)
Science	23.1	23.1	15.4	15.4	23.1	3.08 (1.55)
Social Studies	0.0	46.2	23.1	15.4	15.4	3.00 (1.16)
English Language	6.3	31.3	37.5	12.5	12.5	3.06 (1.12)

Item IIA1 2c: To what extent do you feel as a teacher who implements the Omani curriculum that you have participated with your opinion, in each step of its development process: In the way the selected material is presented in the text books.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	19.0	38.1	19.0	14.3	9.5	3.43 (1.25)
Arabic Language	20.0	53.3	20.0	6.7	0.0	3.87 (0.83)
Mathematics	7.7	46.2	0.0	30.8	15.4	3.00 (1.35)
Science	7.7	23.1	38.5	15.4	15.4	2.92 (1.19)
Social Studies	0.0	46.2	15.4	23.1	15.4	2.92 (1.19)
English Language	18.8	31.3	18.8	12.5	18.8	3.19 (1.42)

Item IIA1 2d: To what extent do you feel as a teacher who implements the Omani curriculum that you have participated with your opinion, in each step of its development process: In choosing the activities that suit the students.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	33.3	23.8	28.6	9.5	4.8	3.71 (1.19)
Arabic Language	20.0	46.7	33.3	0.0	0.0	3.87 (0.74)
Mathematics	23.1	30.8	30.8	7.7	7.7	3.54 (1.20)
Science	15.4	30.8	30.8	0.0	23.1	3.15 (1.41)
Social Studies	7.7	53.8	15.4	15.4	7.7	3.39 (1.12)
English Language	18.8	18.8	37.5	12.5	12.5	3.19 (1.28)

Item IIA1 2e: To what extent do you feel as a teacher who implements the Omani curriculum that you have participated with your opinion, in each step of its development process: In trying out the suggested material on a small number of classes before the wide scale installation of the new curriculum.

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	4.8	42.9	23.8	14.3	14.3	3.10 (1.18)
Arabic Language	13.3	33.3	20.0	33.3	0.0	3.27 (1.10)
Mathematics	23.1	30.8	15.4	7.7	23.1	3.23 (1.54)
Science	15.4	7.7	7.7	23.1	46.2	2.23 (1.54)
Social Studies	8.3	33.3	0.0	33.3	25.0	2.67 (1.44)
English Language	31.3	50.0	12.5	0.0	6.3	4.00 (1.03)

Item IIA1 2f: To what extent do you feel as a teacher who implements the Omani curriculum that you have participated with your opinion, in each step of its development process: In evaluating every step of the development process.

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	38.1	19.0	28.6	9.5	4.8	3.76 (1.22)
Arabic Language	7.1	42.9	42.9	7.1	0.0	3.50 (0.76)
Mathematics	30.8	15.4	30.8	0.0	23.1	3.31 (1.55)
Science	15.4	30.8	15.4	0.0	38.5	2.85 (1.63)
Social Studies	0.0	23.1	53.8	7.7	15.4	2.85 (0.99)
English Language	20.0	26.7	40.0	6.7	6.7	3.47 (1.13)

Item IIA1 3a: To what extent do you feel that your feedback to the designers was taken seriously and adopted in accomplishing each step: during the curriculum development process.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	26.3	26.3	21.1	5.3	21.1	3.32 (1.49)
Arabic Language	14.3	21.4	35.7	28.6	0.0	3.21 (1.05)
Mathematics	9.1	27.3	27.3	18.2	18.2	2.91 (1.30)
Science	0.0	16.7	33.3	16.7	33.3	2.33 (1.16)
Social Studies	18.2	9.1	27.3	27.3	18.2	2.82 (1.40)
English Language	6.3	31.3	50.0	12.5	0.0	3.31 (0.79)

Item IIA1 3b: To what extent do you feel that your feedback to the designers was taken seriously and adopted in accomplishing each step: during the curriculum implementation and yearly follow up.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	30.0	30.0	25.0	10.0	5.0	3.70 (1.17)
Arabic Language	35.7	14.3	42.9	7.1	0.0	3.79 (1.05)
Mathematics	0.0	41.7	16.7	41.7	0.0	3.00 (0.95)
Science	0.0	27.3	36.4	27.3	9.1	2.82 (0.98)
Social Studies	16.7	8.3	66.7	8.3	0.0	3.33 (0.89)
English Language	- Item was not assessed on English Language supervisors-					

Item IIA1 4a: To what extent do you feel that the supervisors were given a fair chance of participation in the curriculum development process?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	23.8	38.1	23.8	9.5	4.8	3.67 (1.11)
Arabic Language	13.3	20.0	33.3	33.3	0.0	3.13 (1.06)
Mathematics	0.0	38.5	30.8	7.7	23.1	2.85 (1.21)
Science	7.7	7.7	46.2	7.7	30.8	2.54 (1.27)
Social Studies	15.4	15.4	30.8	15.4	23.1	2.85 (1.41)
English Language	- Item was not assessed on English Language supervisors-					

Item IIA1 4b: To what extent do you feel that the education administrators were given a fair chance of participation in the curriculum development process?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	10.0	10.0	30.0	20.0	30.0	2.50 (1.32)
Arabic Language	0.0	6.7	20.0	40.0	33.3	2.00 (0.93)
Mathematics	7.7	7.7	23.1	7.7	53.8	2.08 (1.38)
Science	0.0	0.0	9.1	27.3	63.6	1.46 (0.69)
Social Studies	0.0	0.0	15.4	23.1	61.5	1.54 (0.78)
English Language	31.3	37.5	18.8	12.5	0.0	3.88 (1.03)

Item IIA1 4c: To what extent do you feel that the students were given a fair chance of participation in the curriculum development process?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	47.6	28.6	9.5	9.5	4.8	4.05 (1.20)
Arabic Language	33.3	40.0	20.0	6.7	0.0	4.00 (0.93)
Mathematics	8.3	41.7	25.0	8.3	16.7	3.17 (1.27)
Science	23.1	7.7	46.2	0.0	23.1	3.08 (1.44)
Social Studies	28.6	21.4	35.7	7.1	7.1	3.57 (1.22)
English Language	6.3	31.3	25.0	25.0	12.5	2.94 (1.18)

Item IIA1 4d: To what extent do you feel that the parents were given a fair chance of participation in the curriculum development process?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	10.5	10.5	21.1	26.3	31.6	2.42 (1.35
Arabic Language	0.0	7.1	7.1	71.4	14.3	2.07 (0.73)
Mathematics	0.0	15.4	7.7	30.8	46.2	1.92 (1.12)
Science	0.0	0.0	16.7	33.3	50.0	1.67 (0.78)
Social Studies	0.0	15.4	15.4	30.8	38.5	2.08 (1.12)
English Language	0.0	0.0	6.7	33.3	60.0	1.47 (0.64)

Item IIA1 4e: To what extent do you feel that the various social groups were given a fair chance of participation in the curriculum development process?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	22.2	33.3	27.8	11.1	5.6	2.56 (1.15)
Arabic Language	20.0	13.3	6.7	33.3	26.7	2.67 (1.54)
Mathematics	0.0	15.4	7.7	30.8	46.2	1.92 (1.12)
Science	8.3	16.7	16.7	16.7	41.7	2.33 (1.44)
Social Studies	7.7	23.1	15.4	15.4	38.5	2.46 (1.45)
English Language	0.0	0.0	26.7	40.0	33.3	1.93 (0.80)

Item IIA1 5: To what extent do you have a clear picture of the curriculum in your subject matter from grade 1 through 12?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	55.0	40.0	0.0	5.0	0.0	4.45 (0.76)
Arabic Language	53.3	40.0	6.7	0.0	0.0	4.47 (0.64)
Mathematics	53.8	23.1	23.1	0.0	0.0	4.31 (0.86)
Science	69.2	23.1	0.0	0.0	7.7	4.46 (1.13)
Social Studies	57.1	21.4	7.1	7.1	7.1	4.14 (1.29)
English Language	26.7	60.0	13.3	0.0	0.0	4.13 (0.64)

Item IIA1 6a: If you did not participate in the curriculum development process, to what extent have you been informed about this curriculum during its development? At the beginning

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	20.0	25.0	35.0	5.0	15.0	3.30 (1.30)
Arabic Language	28.6	28.6	28.6	7.1	7.1	3.64 (1.22)
Mathematics	16.7	25.0	33.3	16.7	8.3	3.25 (1.22)
Science	0.0	16.7	25.0	25.0	33.3	2.25 (1.14)
Social Studies	8.3	8.3	50.0	16.7	16.7	2.75 (1.14)
English Language	15.4	38.5	15.4	15.4	15.4	3.23 (1.36)

Item IIA1 6b: If you did not participate in the curriculum development process, to what extent have you been informed about this curriculum during its development? During the development process

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	28.6	33.3	19.0	9.5	9.5	3.62 (1.28)
Arabic Language	26.7	46.7	20.0	0.0	6.7	3.87 (1.06)
Mathematics	23.1	23.1	23.1	23.1	7.7	3.31 (1.32)
Science	8.3	33.3	16.7	16.7	25.0	2.83 (1.40)
Social Studies	8.3	50.0	16.7	16.7	8.3	3.33 (1.16)
English Language	7.1	57.1	14.3	14.3	7.1	3.43 (1.09)

Item IIA1 6c: If you did not participate in the curriculum development process, to what extent have you been informed about this curriculum during its development? When you were asked to implement it

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	60.0	15.0	15.0	5.0	5.0	4.20 (1.20)
Arabic Language	15.4	53.8	23.1	7.7	0.0	3.77 (0.83)
Mathematics	30.8	38.5	30.8	0.0	0.0	4.00 (0.82)
Science	33.3	41.7	16.7	8.3	0.0	4.00 (0.95)
Social Studies	27.3	54.5	9.1	9.1	0.0	4.00 (0.89)
English Language	53.8	15.4	7.7	23.1	0.0	4.00 (1.29)

Item IIA1 7a: To what extent do you feel that you have been given enough and timely information about the curriculum development at the following stage? Defining the philosophy of curriculum development

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	25.0	45.0	10.0	10.0	10.0	3.65 (1.27)
Arabic Language	33.3	46.7	6.7	13.3	0.0	4.00 (1.00)
Mathematics	23.1	38.5	15.4	0.0	23.1	3.39 (1.50)
Science	7.7	23.1	38.5	15.4	15.4	2.92 (1.19)
Social Studies	25.0	33.3	25.0	8.3	8.3	3.58 (1.24)
English Language	6.3	31.3	25.0	12.5	25.0	2.81 (1.33)

Item IIA1 7b: To what extent do you feel that you have been given enough and timely information about the curriculum development at the following stage? Stating the objectives of each subject matter

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	33.3	38.1	19.0	4.8	4.8	3.91 (1.09)
Arabic Language	33.3	53.3	0.0	13.3	0.0	4.07 (0.96)
Mathematics	30.8	53.8	7.7	7.7	0.0	4.08 (0.86)
Science	23.1	38.5	15.4	7.7	15.4	3.46 (1.39)
Social Studies	25.0	58.3	8.3	8.3	0.0	4.00 (0.85)
English Language	6.7	20.0	46.7	13.3	13.3	2.92 (1.10)

Item IIA1 7c: To what extent do you feel that you have been given enough and timely information about the curriculum development at the following stage? Choosing the topics to be included

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	35.0	25.0	25.0	5.0	10.0	3.70 (1.30)
Arabic Language	13.3	46.7	26.7	13.3	0.0	3.60 (0.91)
Mathematics	23.1	23.1	15.4	7.7	30.8	3.00 (1.63)
Science	25.0	8.3	33.3	8.3	25.0	3.00 (1.54)
Social Studies	8.3	50.0	16.7	16.7	8.3	3.33 (1.16)
English Language	0.0	18.8	37.5	18.8	25.0	2.50 (1.10)

Item IIA1 7d: To what extent do you feel that you have been given enough and timely information about the curriculum development at the following stage? Writing the material

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	31.6	36.8	10.5	10.5	10.5	3.68 (1.34)
Arabic Language	13.3	46.7	26.7	13.3	0.0	3.60 (0.91)
Mathematics	7.7	38.5	15.4	15.4	23.1	2.92 (1.38)
Science	25.0	0.0	50.0	0.0	25.0	3.00 (1.48)
Social Studies	8.3	25.0	25.0	25.0	16.7	2.83 (1.27)
English Language	0.0	20.0	26.7	13.3	40.0	2.27 (1.22)

Item IIA1 7e: To what extent do you feel that you have been given enough and timely information about the curriculum development at the following stage? Trying it out on a small scale

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	30.0	15.0	25.0	20.0	10.0	3.35 (1.39)
Arabic Language	13.3	20.0	33.3	26.7	6.7	3.07 (1.16)
Mathematics	0.0	15.4	38.5	7.7	38.5	2.31 (1.18)
Science	0.0	7.7	23.1	15.4	53.8	1.85 (1.07)
Social Studies	0.0	16.7	25.0	33.3	25.0	2.33 (1.07)
English Language	12.5	37.5	25.0	12.5	12.5	3.25 (1.24)

Item IIA1 7f: To what extent do you feel that you have been given enough and timely information about the curriculum development at the following stage? Evaluating the try out

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	38.1	19.0	9.5	14.3	19.0	3.43 (1.60)
Arabic Language	13.3	20.0	26.7	33.3	6.7	3.00 (1.20)
Mathematics	10.0	20.0	10.0	10.0	50.0	2.30 (1.57)
Science	0.0	8.3	16.7	0.0	75.0	1.58 (1.08)
Social Studies	9.1	18.2	9.1	36.4	27.3	2.46 (1.37)
English Language	18.8	31.3	31.3	12.5	5.3	3.44 (1.15)

Item IIA1 7g: To what extent do you feel that you have been given enough and timely information about the curriculum development at the following stage? Modifying the material for final version

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	28.6	3.33	9.5	19.0	9.5	3.52 (1.37)
Arabic Language	13.3	46.7	13.3	20.0	6.7	3.40 (1.18)
Mathematics	10.0	30.0	20.0	20.0	20.0	2.90 (1.37)
Science	0.0	23.1	30.8	15.4	30.8	2.46 (1.20)
Social Studies	0.0	16.7	33.3	16.7	33.3	2.33 (1.16)
English Language	6.3	31.3	31.3	6.3	25.0	2.88 (1.31)

Item IIA1 8a: The process of curriculum development continues after it had been implemented. This results in continuous improvement of the educational materials from one year to another. To what extent do you feel that this is happening in the case of the Omani curriculum in your subject matter as indicated in the following: To what extent is each edition of the textbook improved in comparison with the one of the previous year.

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	38.1	52.4	9.5	0.0	0.0	4.29 (0.64)
Arabic Language	33.3	66.7	0.0	0.0	0.0	4.33 (0.49)
Mathematics	20.0	40.0	10.0	20.0	10.0	3.40 (1.35)
Science	15.4	38.5	23.1	0.0	23.1	3.23 (1.42)
Social Studies	38.5	38.5	7.7	15.4	0.0	4.00 (1.08)
English Language	6.3	56.3	31.3	0.0	6.3	3.56 (0.89)

Item IIA1 8b: The process of curriculum development continues after it had been implemented. This results in continuous improvement of the educational materials from one year to another. To what extent do you feel that this is happening in the case of the Omani curriculum in your subject matter as indicated in the following: At the end of every school year, to what extent are you asked to give your evaluation of the curriculum and your suggestions for its improvements.

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	33.3	52.4	9.5	4.8	0.0	4.14 (0.79)
Arabic Language	26.7	60.0	13.3	0.0	0.0	4.13 (0.64)
Mathematics	40.0	20.0	10.0	30.0	0.0	3.70 (1.34)
Science	30.8	30.8	30.8	0.0	7.7	3.77 (1.17)
Social Studies	30.8	30.8	23.1	7.7	7.7	3.69 (1.25)
English Language	12.5	37.5	31.3	0.0	18.8	3.25 (1.29)

Item IIA1 8c: The process of curriculum development continues after it had been implemented. This results in continuous improvement of the educational materials from one year to another. To what extent do you feel that this is happening in the case of the Omani curriculum in your subject matter as indicated in the following: To what extent are you informed of the changes before it is given to you to implement.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	38.1	23.8	23.8	4.8	9.5	3.76 (1.30)
Arabic Language	33.3	20.0	20.0	20.0	6.7	3.53 (1.36)
Mathematics	10.0	30.0	20.0	20.0	20.0	2.90 (1.37)
Science	15.4	15.4	15.4	15.4	38.5	2.54 (1.56)
Social Studies	30.8	7.7	7.7	23.1	30.8	2.85 (1.73)
English Language	18.8	12.5	37.5	18.8	12.5	3.06 (1.29)

Part II Section A part 2
Curriculum Content: Islamic Education
(Teacher)

Item IIA2	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent were the long-term goals taken into consideration when setting the criteria for selecting and reorganizing the contents of the Islamic Educational Curriculum?	40.3	38.8	16.5	3.6	0.7	4.14 (0.87)
2. To what extent are the number of weekly hours allocated for teaching the curriculum sufficient for realizing the desired goals of the Islamic Educational Curriculum?	59.3	20.0	15.7	5.0	0.0	4.34 (0.92)
3. To what extent does the Islamic Educational Curriculum of the classes you teach emphasize the historical aspects of Islam?	34.3	45.7	15.0	2.9	2.1	4.07 (0.90)
4. To what extent does the Islamic Educational Curriculum of the classes you teach emphasize the philosophical aspects of Islam?	28.1	53.7	14.0	1.7	2.5	4.03 (0.85)
5. To what extent does the Islamic Education curriculum encourage students to participate in some special scholastic activities; such as the Religious Club and the Qur'anic recitation and memorization contests?	38.2	41.2	11.0	5.9	3.7	4.04 (1.03)
6 To what degree do you, as a teacher, participate in the process of developing the Islamic Education curriculum?	16.1	33.6	22.6	13.1	14.6	3.23 (1.29)
7. What is the degree of integration between the Islamic Education Curriculum in the Primary, Preparatory, and Secondary levels?	35.0	45.3	10.9	6.6	2.2	4.04 (0.96)
8. To what extent is full integration realized between the Omani Curriculum and the Islamic Educational Curriculum in grades one through three at the preparatory level?	39.4	44.5	9.5	4.4	2.2	4.15 (0.92)
9. To what extent is there integration of the Islamic Education Curriculum and the other subjects' curricula:						
a. Islamic Education and Arabic Language?	47.1	32.6	10.9	8.7	0.7	4.17 (0.99)
b. Islamic Education and Social Studies?	25.5	44.5	19.7	7.3	2.9	3.83 (0.99)
c. Islamic Education and Science?	14.7	23.5	32.4	19.1	10.3	3.13 (1.19)
d. Islamic Education and Mathematics?	12.1	15.2	28.0	25.0	19.7	2.75 (1.27)
e. Islamic Education and English Language?	10.0	9.2	14.6	18.5	47.7	2.15 (1.37)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
10. To what extent does the Islamic Education curriculum encourage the students to understand that islamic Education is not only an organized component of Knowledge but a method of thinking and behaving as well?	51.9	31.6	10.5	4.5	1.5	4.28 (0.93)
11. To what extent is the practical exercise of religious worship and institution of prayers:						
a. an integral part of the Islamic Education Curriculum?	51.9	23.3	15.0	6.8	3.0	4.14 (1.10)
b. a basic component of the Islamic Educational method?	54.1	26.3	13.5	6.0	0.0	4.29 (0.92)
12. To what extent does the Islamic Education Curriculum encourage students to develop the basic attitudes and skills necessary for critical thought - namely:						
a. Not making hasty judgements?	47.4	32.6	15.6	3.0	1.5	4.22 (0.92)
b. Testing the accuracy of information?	44.0	33.6	17.2	4.5	0.7	4.16 (0.92)
c. Evaluating sources of information?	41.8	38.1	11.9	7.5	0.7	4.13 (0.95)
d. Using varied sources of information?	37.7	31.5	17.7	9.2	3.8	3.90 (1.13)
13. To what extent does the Islamic Education Curriculum encourage students to develop the basic attitudes and skills necessary for rational thought - namely:						
a. Deduction: application of a general rule in special cases or problems.	27.4	40.5	21.5	8.1	2.2	3.83 (1.00)
b. Induction: integrating the rules governing special cases to arrive at a general rule.	30.4	37.7	18.8	11.6	1.4	3.84 (1.03)
14. The contents of the Islamic Education curriculum motivate the students to read additional Islamic references on their own?	39.4	29.2	17.5	8.0	5.8	3.88 (1.19)
15. The contents of the Islamic Education curriculum at the Preparatory School level (i.e., Grades 1 through 3) were designed in the form of six components of Islamic Education. To what extent do you consider that the "Separate Lessons Method" leads to the realization of the desired integration within the components of Islamic Education as stipulated in the curriculum Project?	32.1	47.4	10.9	5.8	3.6	3.99 (1.00)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
16. The curriculum revolves around the six components of the Islamic Education - namely the holy Qur'an, the Hadith (i.e., the text tradition of the Prophet Muhammad), Islamic Creed, Fiqh (i.e., Islamic jurisprudence), the Biography of the Prophet and his companions, and Islamic Research. To what extent does this curriculum method for dealing with these components succeed' in achieving a degree of unity and integration among them?	45.6	38.2	8.8	6.6	0.7	4.21 (0.91)
17. The curriculum designers selected one or two short surahs and several Ayahs for each grade so that the students may master the recitation par excellence of the Qur'an in accordance with well established rules of pronunciation and intonation (Tajweed). They also selected several fairly long surahs for recitation (Tilaawah). To what extent does such a selection enhance the realization of the three objectives of teaching the Holy Qur'an in Preparatory School classes - namely the students' mastery of:						
a. recitation (Tilaawah) and the rules of Tajweed?	52.9	25.7	14.7	4.4	2.2	4.23 (1.00)
b. Interpretation and comprehension of their meaning?	53.7	32.8	10.4	3.0	0.0	4.37 (0.79)
c. Qur'anic exegesis and memorization?	49.3	30.6	14.2	6.0	0.0	4.23 (0.91)
18. To what extent is the number, length, and word difficulty of the Surahs and Ayahs assigned in each grade of the Preparatory level compatible with the students' degree of rational maturity and assimilation ability:						
a. in the first grade?	36.4	31.8	21.2	9.8	0.8	3.93 (1.02)
b. in the second grade?	37.4	37.4	16.0	8.4	0.8	4.02 (0.97)
c. in the third grade?	52.7	26.7	13.0	4.6	3.1	4.21 (1.04)
19. To what extent is the content of the Qur'anic Surahs assigned to each grade of the Preparatory level compatible with the students' ability in the following components:						
a. students' ability to read the Qur'anic content?	36.7	41.0	15.8	5.0	1.4	4.07 (0.93)
b. students' comprehension of Qur'anic content?	29.9	44.5	20.4	4.4	0.7	3.99 (0.87)
c. students' ability to relate the meaning to their experience in daily life?	29.3	35.3	24.1	9.0	2.3	3.81 (1.03)
d. students' ability to relate the Surahs' content to the other Islamic Education components in the same grade?	32.6	37.8	23.7	5.9	0.0	3.97 (0.90)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
20. To what extent do you feel the presence of a mutual conception, or line of thought, around which part, or all, of the curriculum content in each grade of the Preparatory level revolves - leading to the presence of units each of which would cover the six components of Islamic Education - with each unit revolving around one meaning or conception?	27.1	46.5	19.4	7.0	0.0	3.94 (0.86)
21. To what extent do the students learn through the Islamic Education curriculum - in a practical manner (by word and deed) - the principles of Islamic ethics and the performance of prayers?	35.5	42.0	17.4	5.1	0.0	4.08 (0.86)
22. To what extent does the study of Islamic Education reflect on the behavior of the students:						
a. in the family?	31.9	43.0	20.0	3.7	1.5	4.00 (0.90)
b. in the classroom?	39.0	46.3	11.0	2.9	0.7	4.20 (0.81)
c. in the school in general?	29.1	42.5	23.9	3.0	1.5	3.95 (0.89)
d. in the larger society?	30.2	41.9	20.9	6.2	0.8	3.95 (0.91)
23. To what extent is the full realization of religious events incorporated into the design of the Islamic Education Curriculum in a practical way so that text related to a religious event would be taught at the time of the events' occurences so that to produce a profound impact on the students' behavior by strengthening their faith and promoting prayers and other forms of worship?	33.3	22.0	25.8	13.6	5.3	3.64 (1.22)
24. To what extent are the contents of the other subject's curricula fully utilized to provide explanatory examples or in establish a principle of Islamic education, particularly:						
a. the sciences?	19.3	29.6	31.9	14.1	5.2	3.44 (1.11)
b. social studies?	26.0	39.7	22.1	10.7	1.5	3.78 (1.00)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

IIA2- Supervisor

Part II Section A part 2
Curriculum Content: Islamic Education
(Supervisor)

Item IIA2	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent were the long-term goals taken into consideration when setting the criteria for selecting and reorganizing the contents of the Islamic Educational Curriculum?	42.9	52.4	4.8	0.0	0.0	4.38 (0.59)
2. To what extent are the number of weekly hours allocated for teaching the curriculum sufficient for realizing the desired goals of the Islamic Educational Curriculum?	61.9	19.0	14.3	4.8	0.0	4.38 (0.92)
3. To what extent does the Islamic Educational Curriculum of the classes you teach emphasize the historical aspects of Islam?	38.1	52.4	4.8	4.8	0.0	4.24 (0.77)
4. To what extent does the Islamic Educational Curriculum of the classes you teach emphasize the philosophical aspects of Islam?	40.0	40.0	0.0	20.0	0.0	4.00 (1.23)
5. To what extent does the Islamic Education curriculum encourage students to participate in some special scholastic activities; such as the Religious Club and the Qur'anic recitation and memorization contests?	42.9	33.3	14.3	9.5	0.0	4.10 (1.00)
6 To what degree do you, as a teacher, participate in the process of developing the Islamic Education curriculum?	14.3	33.3	38.1	9.5	4.8	3.43 (1.03)
7. What is the degree of integration between the Islamic Education Curriculum in the Primary, Preparatory, and Secondary levels?	28.6	57.1	9.5	4.8	0.0	4.10 (0.77)
8. To what extent is full integration realized between the Omani curriculum and the Islamic Educational Curriculum in grades one through three at the preparatory level?	35.0	50.0	10.0	5.0	0.0	4.15 (0.81)
9. To what extent is there integration of the Islamic Education Curriculum and the other subjects' curricula:						
a. Islamic Education and Arabic Language?	35.0	55.0	5.0	0.0	5.0	4.15 (0.93)
b. Islamic Education and Social Studies?	19.0	52.4	19.0	4.8	4.8	3.76 (1.00)
c. Islamic Education and Science?	5.0	45.0	35.0	0.0	15.0	3.25 (1.12)
d. Islamic Education and Mathematics?	5.0	15.0	55.0	10.0	15.0	2.85 (1.04)
e. Islamic Education and English Language?	10.0	5.0	30.0	25.0	30.0	2.40 (1.27)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Responses*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
10. To what extent does the Islamic Education curriculum encourage the students to understand that islamic Education is not only an organized component of knowledge but a method of thinking and behaving as well?	38.1	52.4	4.8	4.8	0.0	4.24 (0.77)
11. To what extent is the practical exercise of religious worship and institution of prayers:						
a. an integral part of the Islamic Education Curriculum?	45.0	20.0	15.0	15.0	5.0	3.85 (1.31)
b. a basic component of the Islamic Educational method?	50.0	25.0	15.0	10.0	0.0	4.15 (1.04)
12. To what extent does the Islamic Education Curriculum encourage students to develop the basic attitudes and skills necessary for critical thought - namely:						
a. Not making hasty judgements?	23.8	57.1	14.3	4.8	0.0	4.00 (0.78)
b. Testing the accuracy of information?	35.0	40.0	20.0	5.0	0.0	4.05 (0.89)
c. Evaluating sources of information?	35.0	30.0	25.0	10.0	0.0	3.90 (1.02)
d. Using varied sources of information?	25.0	40.0	30.0	5.0	0.0	3.85 (0.88)
13. To what extent does the Islamic Education Curriculum encourage students to develop the basic attitudes and skills necessary for rational thought - namely:						
a. Deduction: application of a general rule in special cases or problems.	33.3	38.1	23.8	4.8	0.0	4.00 (0.89)
b. Induction: integrating the rules governing special cases to arrive at a general rule.	40.0	35.0	20.0	5.0	0.0	4.10 (0.91)
14. The contents of the Islamic Education curriculum motivate the students to read additional Islamic references on their own?	28.6	38.1	33.3	0.0	0.0	3.95 (0.81)
15. The contents of the Islamic Education curriculum at the Preparatory School level (i.e., Grades 1 through 3) were designed in the form of six components of Islamic Education. To what extent do you consider that the "Separate Lessons Method" leads to the realization of the desired integration within the components of Islamic Education as stipulated in the curriculum Project?	23.8	42.9	28.6	4.8	0.0	3.86 (0.85)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
16. The curriculum revolves around the six components of the Islamic Education - namely the holy Qur'an, the Hadith (i.e., the text tradition of the Prophet Muhammad), Islamic Creed, Fiqh (i.e., Islamic jurisprudence), the Biography of the Prophet and his companions, and Islamic Research. To what extent does this curriculum method for dealing with these components succeed in achieving a degree of unity and integration among them?	38.1	42.9	14.3	4.8	0.0	4.14 (0.85)
17. The curriculum designers selected one or two short surahs and several Ayahs for each grade so that the students may master the recitation par excellence of the Qur'an in accordance with well established rules of pronunciation and intonation (Tajweed). They also selected several fairly long surahs for recitation (Tilaawah). To what extent does such a selection enhance the realization of the three objectives of teaching the Holy Qur'an in Preparatory School classes - namely the students' mastery of:						
a. recitation (Tilaawah) and the rules of Tajweed?	42.9	42.9	14.3	0.0	0.0	4.29 (0.72)
b. Interpretation and comprehension of their meaning?	42.9	38.1	19.0	0.0	0.0	4.24 (0.77)
c. Qur'anic exegesis and memorization?	38.1	38.1	19.0	4.8	0.0	4.10 (0.89)
18. To what extent is the number, length, and word difficulty of the Surahs and Ayahs assigned in each grade of the Preparatory level compatible with the students' degree of rational maturity and assimilation ability:						
a. in the first grade?	33.3	33.3	33.3	0.0	0.0	4.00 (0.84)
b. in the second grade?	33.3	52.4	9.5	4.8	0.0	4.14 (0.79)
c. in the third grade?	52.4	28.6	14.3	4.8	0.0	4.29 (0.90)
19. To what extent is the content of the Qur'anic Surahs assigned to each grade of the Preparatory level compatible with the students' ability in the following components:						
a. students' ability to read the Qur'anic content?	38.1	47.6	14.3	0.0	0.0	4.24 (0.70)
b. students' comprehension of Qur'anic content?	23.8	52.4	23.8	0.0	0.0	4.00 (0.71)
c. students' ability to relate the meaning to their experience in daily life?	19.0	47.6	28.6	4.8	0.0	3.81 (0.81)
d. students' ability to relate the Surahs' content to the other Islamic Education components in the same grade?	14.3	52.4	33.3	0.0	0.0	3.81 (0.68)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
20. To what extent do you feel the presence of a mutual conception, or line of thought, around which part, or all, of the curriculum content in each grade of the Preparatory level revolves - leading to the presence of units each of which would cover the six components of Islamic Education - with each unit revolving around one meaning or conception?	10.0	45.0	40.0	5.0	0.0	3.60 (0.75)
21. To what extent do the students learn through the Islamic Education curriculum - in a practical manner (by word and deed) - the principles of Islamic ethics and the performance of prayers?	33.3	33.3	28.6	4.8	0.0	3.95 (0.92)
22. To what extent does the study of Islamic Education reflect on the behavior of the students:						
a. in the family?	9.5	52.4	38.1	0.0	0.0	3.71 (0.64)
b. in the classroom?	15.0	60.0	25.0	0.0	0.0	3.90 (0.64)
c. in the school in general?	15.0	55.0	25.0	5.0	0.0	3.80 (0.77)
d. in the larger society?	15.0	40.0	25.0	15.0	5.0	3.45 (1.10)
23. To what extent is the full realization of religious events incorporated into the design of the Islamic Education Curriculum in a practical way so that text related to a religious event would be taught at the time of the events' occurences so that to produce a profound impact on the students' behavior by strengthening their faith and promoting prayers and other forms of worship?	25.0	25.0	25.0	20.0	5.0	3.45 (1.23)
24. To what extent are the contents of the other subject's curricula fully utilized to provide explanatory examples or in establish a principle of Islamic education, particularly:						
a. the sciences?	5.0	45.0	35.0	15.0	0.0	3.40 (0.82)
b. social studies?	14.3	28.6	52.4	4.8	0.0	3.52 (0.82)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Part II Section A part 2
Arabic Language Curriculum Content
(Teacher)

Item IIA2	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent were the long-term goals of Omani education taken into consideration in setting the criteria for selecting and organizing the contents of the Arabic Language Curriculum?	29.3	44.2	18.2	6.1	2.2	3.92 (0.96)
2. To what extent are the number of weekly hours allocated for teaching the curriculum sufficient for realizing the desired goals of the Arabic Language curriculum in each grade listed below:						
a. Grade 1?	61.9	24.4	9.1	3.4	1.1	4.43 (0.88)
b. Grade 2?	68.4	22.2	5.3	3.5	0.6	4.54 (0.80)
c. Grade 3?	67.1	23.4	7.8	1.8	0.0	4.56 (0.72)
3. To what extent does the Arabic Language curriculum encourage the students to engage in extracurricular activities, such as clubs, contests, and exhibitions?	28.6	34.6	20.5	8.6	7.6	3.68 (1.19)
4. To what extent does the Arabic Language curriculum reflect continuity and integration between Preparatory, and Secondary Levels?	29.7	40.0	20.0	5.9	4.3	3.85 (1.05)
5. To what extent id there integration of elements in the Arabic Language curriculum for the Preparatory level between Grades 1, 2, and 3?	27.0	48.1	15.7	5.9	3.2	3.90 (0.98)
6. To what extent is there integration between the Arabic Language curriculum and the curricula for other subjects:						
a. Arabic Language and Islamic Education?	50.5	33.2	10.9	4.9	0.5	4.28 (0.89)
b. Arabic Language and Social Studies?	24.0	38.3	24.6	9.8	3.3	3.70 (1.04)
c. Arabic Language and Science?	17.1	22.7	34.8	16.6	8.8	3.23 (1.18)
d. Arabic Language and Mathematics?	10.2	14.8	25.0	21.0	29.0	2.56 (1.32)
e. Arabic Language and English Language?	12.8	12.8	12.2	17.7	44.5	2.32 (1.46)
7. Throughout the reading book series, Read ("Iqra"), used at the Preparatory level, the "three alternatives" method is employed in determining the meaning of words and phrases, even though other methods (such as the use of diversified objective questions) would be possible to obtain the desired results. To what degree do you think there must be compliance with the "three alternatives" method which is now emphasized?	21.1	33.1	21.1	12.6	12.0	3.39 (1.28)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response* 5 %	 4 %	 3 %	 2 %	 1 %	 Mean (sd)
8. The contents of the three language book series, My Language ("Lughati") for the Preparatory level include the study of "syntax, parsing, inflection, declination construction, inference, lexicon, and dictation into written symbols." To what extent is the study of these elements appropriate to a student's mental development, needs, and ability to acquire language proficiency?	37.1	34.3	16.3	7.9	4.5	3.92 (1.12)
9. To what degree do you prefer the method of the fundamentals of Arabic grammar (such as words in the nominative or indicative form, and in the genetive form) which may result in the study of a topic more than once rather than the method of teaching the fundamentals in the context of their topics only once?	51.2	25.0	11.6	6.4	5.8	4.09 (1.19)
10. To what degree is there the need for emphasizing the following aspects of the Arabic Language curriculum when selecting the contents of My Language ("Lughati") for the Preparatory level:						
a. the functional aspect of the language?	48.0	36.3	11.7	2.8	1.1	4.27 (0.86)
b. the relationship between construction and meaning?	45.5	38.1	10.8	3.4	2.3	4.21 (0.93)
11. Some educators consider the content of the language book series My Language ("Lughati") for the Preparatory level to be too elaborate in its presentation of topics, and that say that this makes the students bored because students are unable to follow the instruction and grasp the information. To what extent do you agree with this criticism?	53.6	20.4	21.0	3.3	1.7	4.21 (0.99)
12. One of the distinct features of the Arabic Language books at the preparatory level is the emphasis on objective questions over essay questions. To what extent is this feature suitable for teaching Arabic Language at the Preparatory level?	25.9	33.5	25.4	10.3	4.9	3.65 (1.12)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

The Arabic Language Curriculum for grades 1,2, and 3 of the preparatory level includes the reading series Reading (IQRA) and the language series My Language (LUGHATI). The remaining items of the questionnaire are divided into units that address the specific books used for each grade.

Grade 1, Series A, reading book, Reading ("Iqra")

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
13. To what extent does the book ensure a diversity of topics in:						
a. contents?	37.3	42.0	16.0	2.4	2.4	4.10 (0.91)
b. phraseology?	30.8	43.6	18.6	4.7	2.3	3.96 (0.95)
14. To what extent has attention been paid to quantitative and qualitative gradation for selection of topics and texts?	28.0	35.7	23.8	10.7	1.8	3.77 (1.03)
15. To what extent do the six topics included in the contents of the books adequately enable the student to achieve the following skills:						
a. silent reading: rapid reading speed and comprehension without whispering the words or moving the lips?	38.4	38.4	16.3	5.2	1.7	4.06 (0.96)
b. oral reading:						
1) pronunciation and fluency?	42.7	38.6	15.2	1.8	1.8	4.19 (0.88)
2) tone and interpretation?	37.3	36.1	19.3	6.0	1.2	4.02 (0.96)
3) communication of meaning (resolution, exclamation, interrogation, negation, etc.) through convincing sound modulation?	29.9	39.5	17.4	10.2	3.0	3.83 (1.06)
c. listening:						
1) rapid perception?	37.9	42.0	16.6	3.0	0.6	4.14 (0.84)
2) better and attentive listening?	38.6	41.5	15.2	2.9	1.8	4.12 (0.90)
3) mental concentration?	33.9	36.3	20.2	6.0	3.6	3.91 (1.05)
4) attentiveness to the speaker?	38.0	36.8	15.8	7.6	1.8	4.02 (1.00)
d. linguistic expression:						
1) oral?	29.1	39.5	19.2	10.5	1.7	3.84 (1.02)
2) written?	29.3	43.7	17.4	4.8	4.8	3.88 (1.04)
16. The diversified topics include both interesting phraseology and content. They comprise fiction, poetry, the verse of Quran "Al-Duha," and one hadith from the prophethood tradition. To what extent is this scope and variety helpful to students in developing the skills of literary appreciation?	38.3	33.3	18.5	7.4	2.5	3.98 (1.05)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
17. To what extent do you consider that the organization of the content and educational experiences is appropriate to the students' mental development with regard to:						
a. educational experiences?	21.6	36.5	27.5	10.2	4.2	3.61 (1.06)
b. subject matter?	18.3	45.1	24.4	8.5	3.7	3.66 (0.99)
c. logic of sequencing, continuity, and transition, from easy to difficult, and from simple to complex?	23.6	32.7	27.9	10.3	5.5	3.59 (1.12)
18. To what extent do the contents encourage the students to practice independent learning and its acceptance with willingness and true disposition?	21.3	39.1	25.4	8.9	5.3	3.62 (1.08)
Grade 1, Series B, language book, My Language ("Lughati")						
19. The content of the book, My Language ("Lughati") for grade 1 includes the nominal clause, the verb 'to be', etc. To what extent does the study of these "construction" topics help students:						
a. to differentiate between intricacies of construction?	25.4	34.7	23.7	8.1	8.1	3.61 (1.18)
b. to attain sound grammatical expression in writing, dictation, conversation, and recording?	20.5	35.7	21.6	14.6	7.6	3.47 (1.19)
20. To what degree do you think that the study of the contents of My Language ("Lughati") in Grade 1 should be done through:						
a. reference to linguistic concepts?	28.0	36.6	22.4	9.9	3.1	3.76 (1.06)
b. analogy to theories, forms and patterns of language?	35.5	34.9	19.9	6.6	3.0	3.93 (1.05)
c. an increased number of exercises that correspond to meaningful grammatical usage?	59.2	27.2	7.7	4.1	1.8	4.38 (0.93)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
21. To what extent does the study of My Language ("Lughati") help students in Grade 1 to improve their language abilities in the following areas:						
a. soundness of their oral and written expression?	20.2	37.6	26.6	9.8	5.8	3.57 (1.10)
b. enlarging their perceptions and motivating them to engage in outside reading?	17.5	33.3	27.5	15.2	6.4	3.40 (1.14)
c. better knowledge of the characteristics of their language through the study of grammar, the use of concepts, and the understanding of analogies to linguistic forms?	21.6	39.8	22.8	10.5	5.3	3.62 (1.10)
22. In Grade 1, both of the books, Read ("Iqra") and My Language ("Lughati") are used. To what degree do you see a parallel relationship between the contents of these two books, and how much do the books complement each other, in the following aspects:						
a. orientation of chapters in their treatment of grammar?	24.7	35.1	28.7	8.0	3.4	3.70 (1.04)
b. use of the dictionary?	28.5	36.0	23.3	8.1	4.1	3.77 (1.08)
c. presentation and evaluation of linguistic forms or patterns?	27.4	39.0	23.2	6.1	4.3	3.79 (1.05)
d. practice for comprehension, expression and literary appreciation?	26.5	47.0	18.1	6.6	1.8	3.90 (0.93)
23. In the selection of topics and text of Read ("Iqra") used in Grade 2, to what extent does the content of the book include various religious, social, national, local and international topics of interest?	32.0	45.0	19.5	1.8	1.8	4.04 (0.87)
24. It has been observed that the contents of Read ("Iqra") used in Grade 2 are divided, so as to emphasize different purposes or modes of language learning such as silent and oral reading, listening, oral speech and literary appreciation. To what degree do you think this approach contributes to teaching and language learning at this level?	35.7	43.9	15.2	1.8	3.5	4.06 (0.95)
25. Concerning the use of the dictionary with the book Read ("Iqra") in Grade 2, to what degree do you think students should use the dictionary in order to:						
a. search for the meaning of a word by isolating the word from the context?	24.4	30.5	21.3	12.8	11.0	3.45 (1.29)
b. record the meaning next to or opposite the word?	29.7	35.2	19.4	8.5	7.3	3.72 (1.19)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
25. Concerning the use of the dictionary with the book Read ("Iqra") in Grade 2, to what degree do you think students should use the dictionary in order to: (con't)						
c. determine the meaning of the word or phrase within the "three alternatives"?	35.8	37.6	13.9	6.1	6.7	3.90 (1.16)
26. To what extent do the topics and contents found in the book Read ("Iqra") provide the students in Grade 2 with the opportunity to practice oral and written expression which can be related to the students' everyday life?	20.5	45.5	25.6	5.8	2.6	3.76 (0.93)
27. The reading book series Read ("Iqra") is used in Grade 1 and then continues in Grade 2. To what extent has attention been paid to relate the contents of the book for Grade 2 to the Grade 1 book with respect to sequence and expanded scope?	16.5	40.5	31.0	7.0	5.1	3.56 (1.01)
28. To what degree do you think the Read ("Iqra") book for grade 2 helps guide students toward self-instruction as a result of the interest level, diversity, logical continuity and presentation of topics found in the book?	17.1	43.7	24.7	10.1	4.4	3.59 (1.03)
Grade 2, Series B language book, My Language ("Lughati")						
29. Both the books, Read and My Language ("Lughati") are used in Grade 2. To what extent are the two books coherently related so that the Read book can be used as a base for student understanding when they used the book My Language ("Lughati")?	16.2	42.5	28.1	11.9	1.2	3.61 (0.94)
30. The language series My Language ("Lughati") is used in Grade 1 and then continues for Grade 2. To what extent has attention been paid to selecting the contents for the Grade 2 book so that they related to the Grade 1 book with respect to integration, sequencing, and gradation of material?	20.3	38.0	29.1	10.8	1.9	3.64 (0.99)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
31. The educational content in the book My Language ("Lughati") for Grade 2 is varied and includes elements which focus on construction, vocabulary, style, and dictation, etc. To what extent does the variety of content found in the book contribute to preparing Grade 2 students linguistically according to their needs and abilities?	24.8	42.0	22.9	7.0	3.2	3.78 (1.00)
32. To what extent do the contents selected for the book My Language ("Lughati") which is used in Grade 2 take into account:						
a. the life experiences, interests and inclinations of students at this level?	19.8	33.1	34.9	8.7	3.5	3.57 (1.02)
b. concern for individual differences among students attending class?	14.7	36.5	30.0	14.7	4.1	3.43 (1.04)
Grade 3, Series A reading book, Read ("Iqra")						
33. The book Read ("Iqra") used in Grade 3 is part of the same series which is used in Grade 1 and Grade 2. To what extent are the contents of the Grade 3 book related to the contents of the books for Grades 1 and 2, with respect to integration and sequencing of topics and with respect to inclusion of content which is appropriately challenging for the students?	23.0	42.4	20.0	10.3	4.2	3.70 (1.07)
34. To what degree do you consider that the contents of the book Read ("Iqra") for Grade 3 give sufficient treatment to lexical usage, work recognition and comprehension of linguistic forms, and impart to students in Grade 3 a vocabulary that is appropriate to their educational standard?	24.7	44.6	13.9	10.8	6.0	3.71 (1.13)
35. To what extent do the reading passages and exercises contained in the book Read ("Iqra") for Grade 3 help students to achieve the following:						
a. Silent reading -- skills for quick comprehension?	25.8	46.0	19.0	6.7	2.5	3.86 (0.96)
b. Oral reading -- skills in relaxed and correct pronounciation, expression of meaning and a useful understanding of pauses and conjunctions?	34.9	42.2	16.3	6.0	0.6	4.05 (0.90)
c. Reading perceptively -- skills in listening attentiveness and oral comprehension?	22.4	47.3	23.0	6.7	0.6	3.84 (0.87)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
36. To what extent do the contents of the book Read ("Iqra") for Grade 3 include social attitudes among students that may facilitate the teaching of other language or communication skills subsequent to reading?	23.2	40.2	23.8	11.0	1.8	3.72 (1.00)
37. To what extent do the topics included in the book Read ("Iqra") for Grade 3 provide an instructional basis or opportunity to train students in the following skills so that instruction for the Arabic language course can be more cohesive?						
a. Improvement of listening skills?	26.8	45.7	20.1	6.1	1.2	3.91 (0.91)
b. Developing appreciation of literary forms?	23.2	39.0	25.6	9.8	2.4	3.71 (1.01)
c. Developing thinking, comprehension, and critical understanding?	33.7	35.6	20.0	8.1	2.5	3.90 (1.04)
d. Accurate and correct reading?	31.3	44.2	18.4	4.3	1.8	3.99 (0.92)
e. Correct expression?	27.4	38.4	23.2	7.3	3.7	3.79 (1.04)
Grade 3, Series B language book, My Language ("Lughati")						
38. To what extent are the various elements in the book My Language ("Lughati") for Grade 3 clearly related to one another so that the contents of the book appear as a cohesive, integrated unit?	22.2	40.7	25.9	4.9	6.2	3.68 (1.07)
39. To what degree do the contents of the book My Language ("Lughati") for Grade 3 bear a clear relationship and correspondence to the contents found in the My Language ("Lughati") books used by the students in Grade 1 and Grade 2?	23.5	34.6	24.1	11.7	6.2	3.57 (1.15)
40. In its treatment of "constructions", the book My Language ("Lughati") for Grade 3 deals with verbal clauses and the elements of verbal clauses (e.g. verb, subject, and object), as well as their order of precedence. To what degree do you think treatment of this topic is suitable for Grade 3 students?	40.0	30.6	18.8	5.6	5.0	3.95 (1.13)
41. Some content in the book My Language ("Lughati") for Grade 3 deals with various types of specifications, then emphasizes the specification of numbers. To what degree is this helpful or sufficient to enable the students in Grade 3 to use the specifications correctly?	29.6	35.8	25.9	6.2	2.5	3.84 (1.00)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
42. Some content of the book My Language ("Lughati") for Grade 3 deals with the concepts of "indeclinables" and the "disinentially inflective" form; and the book makes note of various verbs, compound numbers, and compound names, etc., which are categorized as indeclinables. To what extent do you think the book's treatment of these topics is sufficient for introducing students to indeclinables and their use?	26.7	44.1	22.4	2.5	4.3	3.86 (0.98)
43. The book My Language ("Lughati") for Grade 3 presents students with the concepts of lexicon and inference of meaning. To what extent does the treatment of these two concepts in the curriculum suffice in developing the linguistic resources of students, given the students' growth and competence at the Grade 3 level?	29.0	40.1	21.0	5.6	4.3	3.84 (1.05)
44. To what degree do you think the contents of the book My Language ("Lughati") for Grade 3 is an asset in helping students accomplish the following:						
a. general language understanding and competence?	33.1	44.8	12.3	6.1	3.7	3.98 (1.02)
b. skill in grammatical construction?	20.4	45.1	23.5	9.3	1.9	3.73 (0.95)
c. correct pronounciation and writing?	29.6	41.4	20.4	5.6	3.1	3.89 (1.00)
45. To what degree do you think the contents of the book My Language ("Lughati") for Grade 3, in terms of quantity and level of difficulty, surpass the ability of students to follow and understand the topics presented in the book?	30.9	33.3	17.3	9.9	8.6	3.68 (1.25)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Part II Section A part 2
Arabic Language Curriculum Content
(Supervisor)

Item IIA2	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent were the long-term goals of Omani education taken into consideration in setting the criteria for selecting and organizing the contents of the Arabic Language Curriculum?	20.0	66.7	13.3	0.0	0.0	4.07 (0.59)
2. To what extent are the number of weekly hours allocated for teaching the curriculum sufficient for realizing the desired goals of the Arabic Language curriculum in each grade listed below:						
a. Grade 1?	57.1	35.7	7.1	0.0	0.0	4.50 (0.65)
b. Grade 2?	57.1	35.7	0.0	7.1	0.0	4.43 (0.85)
c. Grade 3?	46.7	53.5	0.0	0.0	0.0	4.47 (0.52)
3. To what extent does the Arabic Language curriculum encourage the students to engage in extracurricular activities, such as clubs, contests, and exhibitions?	20.0	46.7	26.7	6.7	0.0	3.80 (0.86)
4. To what extent does the Arabic Language curriculum reflect continuity and integration between Preparatory, and Secondary Levels?	20.0	66.7	6.7	6.7	0.0	4.00 (0.76)
5. To what extent id there integration of elements in the Arabic Language curriculum for the Preparatory level between Grades 1, 2, and 3?	20.0	66.7	13.3	0.0	0.0	4.07 (0.59)
6. To what extent is there integration between the Arabic Language curriculum and the curricula for other subjects:						
a. Arabic Language and Islamic Education?	53.3	40.0	6.7	0.0	0.0	4.47 (0.64)
b. Arabic Language and Social Studies?	26.7	40.0	33.3	0.0	0.0	3.93 (0.80)
c. Arabic Language and Science?	14.3	35.7	50.0	0.0	0.0	3.64 (0.75)
d. Arabic Language and Mathematics?	21.4	7.1	35.7	21.4	14.3	3.00 (1.36)
e. Arabic Language and English Language?	15.4	15.4	15.4	30.8	23.1	2.69 (1.44)
7. Throughout the reading book series, Read ("Iqra"), used at the Preparatory level, the "three alternatives" method is employed in determining the meaning of words and phrases, even though other methods (such as the use of diversified objective questions) would be possible to obtain the desired results. To what degree do you think there must be compliance with the "three alternatives" method which is now emphasized?	0.0	33.3	33.3	16.7	16.7	2.83 (1.12)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Responses*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
8. The contents of the three language book series, *My Language* ("Lughati") for the Preparatory level include the study of "syntax, parsing, inflection, declination construction, inference, lexicon, and dictation into written symbols." To what extent is the study of these elements appropriate to a student's mental development, needs, and ability to acquire language proficiency?	20.0	66.7	13.3	0.0	0.0	4.07 (0.59)
9. To what degree do you prefer the method of the fundamentals of Arabic grammar (such as words in the nominative or indicative form, and in the genetive form) which may result in the study of a topic more than once *rather than* the method of teaching the fundamentals in the context of their topics only once?	40.0	26.7	26.7	0.0	6.7	3.93 (1.16)
10. To what degree is there the need for emphasizing the following aspects of the Arabic Language curriculum when selecting the contents of *My Language* ("Lughati") for the Preparatory level:						
a. the functional aspect of the language?	60.0	40.0	0.0	0.0	0.0	4.60 (0.51)
b. the relationship between construction and meaning?	35.7	64.3	0.0	0.0	0.0	4.36 (0.50)
11. Some educators consider the content of the language book series *My Language* ("Lughati") for the Preparatory level to be too elaborate in its presentation of topics, and that say that this makes the students bored because students are unable to follow the instruction and grasp the information. To what extent do you agree with this criticism?	42.9	35.7	21.4	0.0	0.0	4.21 (0.80)
12. One of the distinct features of the Arabic Language books at the preparatory level is the emphasis on objective questions over essay questions. To what extent is this feature suitable for teaching Arabic Language at the Preparatory level?	6.7	40.0	33.3	13.3	6.7	3.27 (1.03)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

The Arabic Language Curriculum for grades 1,2, and 3 of the preparatory level includes the reading series Reading (IQRA) and the language series My Language (LUGHATI). The remaining items of the questionnaire are divided into units that address the specific books used for each grade.

Grade 1, Series A, reading book, Reading ("Iqra")

Item IIA2 con't	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
13. To what extent does the book ensure a diversity of topics in:						
a. contents?	33.3	60.0	6.7	0.0	0.0	4.27 (0.59)
b. phraseology?	23.1	53.8	23.1	0.0	0.0	4.00 (0.71)
14. To what extent has attention been paid to quantitative and qualitative gradation for selection of topics and texts?	0.0	64.3	21.4	14.3	0.0	3.50 (0.76)
15. To what extent do the six topics included in the contents of the books adequately enable the student to achieve the following skills:						
a. silent reading: rapid reading speed and comprehension without whispering the words or moving the lips?	26.7	40.0	20.0	13.3	0.0	3.80 (1.01)
b. oral reading:						
1) pronunciation and fluency?	26.7	26.7	33.3	13.3	0.0	3.67 (1.05)
2) tone and interpretation?	14.3	50.0	21.4	14.3	0.0	3.64 (0.93)
3) communication of meaning (resolution, exclamation, interrogation, negation, etc.) through convincing sound modulation?	26.7	40.0	20.0	13.3	0.0	3.80 (1.01)
c. listening:						
1) rapid perception?	28.6	35.7	28.6	7.1	0.0	3.86 (0.95)
2) better and attentive listening?	20.0	60.0	13.3	6.7	0.0	3.93 (0.80)
3) mental concentration?	33.3	33.3	26.7	6.7	0.0	3.93 (0.96)
4) attentiveness to the speaker?	21.4	35.7	35.7	7.1	0.0	3.71 (0.91)
d. linguistic expression:						
1) oral?	6.7	53.3	33.3	6.7	0.0	3.60 (0.74)
2) written?	7.1	42.9	42.9	7.1	0.0	3.50 (0.76)
16. The diversified topics include both interesting phraseology and content. They comprise fiction, poetry, the verse of Quran "Al-Duha," and one hadith from the prophethood tradition. To what extent is this scope and variety helpful to students in developing the skills of literary appreciation?	50.0	21.4	14.3	14.3	0.0	4.07 (1.14)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
17. To what extent do you consider that the organization of the content and educational experiences is appropriate to the students' mental development with regard to:						
a. educational experiences?	26.7	53.3	13.3	6.7	0.0	4.00 (0.85)
b. subject matter?	13.3	60.0	26.7	0.0	0.0	3.87 (0.64)
c. logic of sequencing, continuity, and transition, from easy to difficult, and from simple to complex?	14.3	57.1	21.4	7.1	0.0	3.79 (0.80)
18. To what extent do the contents encourage the students to practice independent learning and its acceptance with willingness and true disposition?	6.7	60.0	26.7	6.7	0.0	3.67 (0.72)
Grade 1, Series B, language book, My Language ("Lughati")						
19. The content of the book, My Language ("Lughati") for grade 1 includes the nominal clause, the verb 'to be', etc. To what extent does the study of these "construction" topics help students:						
a. to differentiate between intricacies of construction?	33.3	33.3	33.3	0.0	0.0	4.00 (0.85)
b. to attain sound grammatical expression in writing, dictation, conversation, and recording?	33.3	26.7	40.0	0.0	0.0	3.93 (0.88)
20. To what degree do you think that the study of the contents of My Language ("Lughati") in Grade 1 should be done through:						
a. reference to linguistic concepts?	30.8	30.8	23.1	15.4	0.0	3.77 (1.09)
b. analogy to theories, forms and patterns of language?	35.7	28.6	35.7	0.0	0.0	4.00 (0.88)
c. an increased number of exercises that correspond to meaningful grammatical usage?	73.3	20.0	6.7	0.0	0.0	4.67 (0.62)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
21. To what extent does the study of My Language ("Lughati") help students in Grade 1 to improve their language abilities in the following areas:						
a. soundness of their oral and written expression?	20.0	40.0	33.3	6.7	0.0	3.73 (0.88)
b. enlarging their perceptions and motivating them to engage in outside reading?	6.7	40.0	40.0	13.3	0.0	3.40 (0.83)
c. better knowledge of the characteristics of their language through the study of grammar, the use of concepts, and the understanding of analogies to linguistic forms?	13.3	60.0	20.0	6.7	0.0	3.80 (0.78)
22. In Grade 1, both of the books, Read ("Iqra") and My Language ("Lughati") are used. To what degree do you see a parallel relationship between the contents of these two books, and how much do the books complement each other, in the following aspects:						
a. orientation of chapters in their treatment of grammar?	13.3	66.7	6.7	13.3	0.0	3.80 (0.86)
b. use of the dictionary?	13.3	53.3	26.7	6.7	0.0	3.73 (0.80)
c. presentation and evaluation of linguistic forms or patterns?	13.3	40.0	46.7	0.0	0.0	3.67 (0.72)
d. practice for comprehension, expression and literary appreciation?	21.4	42.9	35.7	0.0	0.0	3.86 (0.77)
23. In the selection of topics and text of Read ("Iqra") used in Grade 2, to what extent does the content of the book include various religious, social, national, local and international topics of interest?	26.7	73.3	0.0	0.0	0.0	4.27 (0.46)
24. It has been observed that the contents of Read ("Iqra") used in Grade 2 are divided, so as to emphasize different purposes or modes of language learning such as silent and oral reading, listening, oral speech and literary appreciation. To what degree do you think this approach contributes to teaching and language learning at this level?	33.3	53.3	13.3	0.0	0.0	4.20 (0.68)
25. Concerning the use of the dictionary with the book Read ("Iqra") in Grade 2, to what degree do you think students should use the dictionary in order to:						
a. search for the meaning of a word by isolating the word from the context?	6.7	33.3	46.7	6.7	6.7	3.27 (0.96)
b. record the meaning next to or opposite the word?	6.7	46.7	33.3	6.7	6.7	3.40 (0.99)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
25. Concerning the use of the dictionary with the book Read ("Iqra") in Grade 2, to what degree do you think students should use the dictionary in order to: (con't)						
c. determine the meaning of the word or phrase within the "three alternatives"?	26.7	53.3	20.0	0.0	0.0	4.07 (0.70)
26. To what extent do the topics and contents found in the book Read ("Iqra") provide the students in Grade 2 with the opportunity to practice oral and written expression which can be related to the students' everyday life?	0.0	69.2	23.1	7.7	0.0	3.62 (0.65)
27. The reading book series Read ("Iqra") is used in Grade 1 and then continues in Grade 2. To what extent has attention been paid to relate the contents of the book for Grade 2 to the Grade 1 book with respect to sequence and expanded scope?	13.3	53.3	26.7	6.7	0.0	3.73 (0.80)
28. To what degree do you think the Read ("Iqra") book for grade 2 helps guide students toward self-instruction as a result of the interest level, diversity, logical continuity and presentation of topics found in the book?	20.0	53.3	26.7	0.0	0.0	3.93 (0.70)
Grade 2, Series B language book, My Language ("Lughati")						
29. Both the books, Read and My Language ("Lughati") are used in Grade 2. To what extent are the two books coherently related so that the Read book can be used as a base for student understanding when they used the book My Language ("Lughati")?	13.3	60.0	26.7	0.0	0.0	3.87 (0.64)
30. The language series My Language ("Lughati") is used in Grade 1 and then continues for Grade 2. To what extent has attention been paid to selecting the contents for the Grade 2 book so that they related to the Grade 1 book with respect to integration, sequencing, and gradation of material?	26.7	53.3	20.0	0.0	0.0	4.07 (0.70)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
31. The educational content in the book My Language ("Lughati") for Grade 2 is varied and includes elements which focus on construction, vocabulary, style, and dictation, etc. To what extent does the variety of content found in the book contribute to preparing Grade 2 students linguistically according to their needs and abilities?	26.7	40.0	33.3	0.0	0.0	3.93 (0.80)
32. To what extent do the contents selected for the book My Language ("Lughati") which is used in Grade 2 take into account:						
a. the life experiences, interests and inclinations of students at this level?	13.3	53.3	26.7	6.7	0.0	3.73 (0.80)
b. concern for individual differences among students attending class?	20.0	20.0	53.3	6.7	0.0	3.53 (0.92)
Grade 3, Series A reading book, Read ("Iqra")						
33. The book Read ("Iqra") used in Grade 3 is part of the same series which is used in Grade 1 and Grade 2. To what extent are the contents of the Grade 3 book related to the contents of the books for Grades 1 and 2, with respect to integration and sequencing of topics and with respect to inclusion of content which is appropriately challenging for the students?	13.3	66.7	20.0	0.0	0.0	3.93 (0.59)
34. To what degree do you consider that the contents of the book Read ("Iqra") for Grade 3 give sufficient treatment to lexical usage, work recognition and comprehension of linguistic forms, and impart to students in Grade 3 a vocabulary that is appropriate to their educational standard?	6.7	73.3	20.0	0.0	0.0	3.87 (0.52)
35. To what extent do the reading passages and exercises contained in the book Read ("Iqra") for Grade 3 help students to achieve the following:						
a. Silent reading -- skills for quick comprehension?	20.0	53.3	26.7	0.0	0.0	3.93 (0.70)
b. Oral reading -- skills in relaxed and correct pronounciation, expression of meaning and a useful understanding of pauses and conjunctions?	13.3	53.3	33.3	0.0	0.0	3.80 (0.68)
c. Reading perceptively -- skills in listening attentiveness and oral comprehension?	20.0	46.7	33.3	0.0	0.0	3.87 (0.74)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
36. To what extent do the contents of the book Read ("Iqra") for Grade 3 include social attitudes among students that may facilitate the teaching of other language or communication skills subsequent to reading?	20.0	33.3	46.7	0.0	0.0	3.73 (0.80)
37. To what extent do the topics included in the book Read ("Iqra") for Grade 3 provide an instructional basis or opportunity to train students in the following skills so that instruction for the Arabic language course can be more cohesive?						
a. Improvement of listening skills?	26.7	46.7	26.7	0.0	0.0	4.00 (0.76)
b. Developing appreciation of literary forms?	20.0	53.3	20.0	6.7	0.0	3.88 (0.83)
c. Developing thinking, comprehension, and critical understanding?	20.0	46.7	26.7	6.7	0.0	3.80 (0.86)
d. Accurate and correct reading?	13.3	66.7	13.3	6.7	0.0	3.87 (0.74)
e. Correct expression?	13.3	53.3	33.3	0.0	0.0	3.80 (0.68)
Grade 3, Series B language book, My Language ("Lughati")						
38. To what extent are the various elements in the book My Language ("Lughati") for Grade 3 clearly related to one another so that the contents of the book appear as a cohesive, integrated unit?	20.0	53.3	26.7	0.0	0.0	3.93 (0.70)
39. To what degree do the contents of the book My Language ("Lughati") for Grade 3 bear a clear relationship and correspondence to the contents found in the My Language ("Lughati") books used by the students in Grade 1 and Grade 2?	13.3	60.0	20.0	6.7	0.0	3.80 (0.78)
40. In its treatment of "constructions", the book My Language ("Lughati") for Grade 3 deals with verbal clauses and the elements of verbal clauses (e.g. verb, subject, and object), as well as their order of precedence. To what degree do you think treatment of this topic is suitable for Grade 3 students?	26.7	40.0	26.7	6.7	0.0	3.87 (0.92)
41. Some content in the book My Language ("Lughati") for Grade 3 deals with various types of specifications, then emphasizes the specification of numbers. To what degree is this helpful or sufficient to enable the students in Grade 3 to use the specifications correctly?	20.0	40.0	40.0	0.0	0.0	3.80 (0.78)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
42. Some content of the book My Language ("Lughati") for Grade 3 deals with the concepts of "indeclinables" and the "disinentially inflective" form; and the book makes note of various verbs, compound numbers, and compound names, etc., which are categorized as indeclinables. To what extent do you think the book's treatment of these topics is sufficient for introducing students to indeclinables and their use?	26.7	53.3	6.7	13.3	0.0	3.93 (0.96)
43. The book My Language ("Lughati") for Grade 3 presents students with the concepts of lexicon and inference of meaning. To what extent does the treatment of these two concepts in the curriculum suffice in developing the linguistic resources of students, given the students' growth and competence at the Grade 3 level?	26.7	46.7	26.7	0.0	0.0	4.00 (0.76)
44. To what degree do you think the contents of the book My Language ("Lughati") for Grade 3 is an asset in helping students accomplish the following:						
a. general language understanding and competence?	26.7	60.0	13.3	0.0	0.0	4.13 (0.64)
b. skill in grammatical construction?	13.3	60.0	20.0	6.7	0.0	3.80 (0.78)
c. correct pronounciation and writing?	15.4	30.8	53.8	0.0	0.0	3.62 (0.77)
45. To what degree do you think the contents of the book My Language ("Lughati") for Grade 3, in terms of quantity and level of difficulty, surpass the ability of students to follow and understand the topics presented in the book?	15.4	30.8	38.5	15.4	0.0	3.46 (0.97)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Part II Section A part 2
Curriculum Content: Mathematics
(Teacher)

Item IIA2	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent have long range goals been considered in establishing the criteria for the selection and organization of the contents of the Mathematics curriculum?	9.2	46.6	30.7	10.4	3.1	3.49 (0.91)
2. To what extent are the number of weekly hours allocated for teaching the curriculum sufficient for realizing the desired goals of the Mathematics curriculum?	43.9	32.3	6.7	10.4	6.7	3.96 (1.24)
3. To what degree does the Mathematics curriculum encourage the students to engage in extracurricular activities such as clubs, contests, or exhibitions?	6.1	21.3	36.6	22.0	14.0	2.84 (1.10)
4. To what extent is there integration in the Preparatory School Mathematics curriculum in Grades 1 through 3?	12.8	37.2	25.6	15.9	8.5	3.30 (1.14)
5. To what extent is there continuity and integration of the Mathematics curriculum in the Primary, Preparatory, and Secondary levels?	6.7	41.7	26.4	20.2	4.9	3.25 (1.01)
6. To what extent is there integration between the Mathematics Curriculum and the other subjects' curricula:						
a. Mathematics and Islamic Education?	8.6	18.4	23.3	20.9	28.8	2.57 (1.31)
b. Mathematics and Arabic Language?	15.0	23.1	23.7	23.1	15.0	3.00 (1.29)
c. Mathematics and Social Studies?	6.8	24.2	28.0	25.5	15.5	2.81 (1.17)
d. Mathematics and Science?	27.8	45.7	16.0	8.6	1.9	3.89 (0.97)
e. Mathematics and English Language?	3.8	8.2	18.2	29.6	40.3	2.06 (1.12)
7. To what degree are field and practical activities included in the Mathematics curriculum:						
a. an integrated part of the Mathematics curriculum?	13.6	39.5	22.8	19.1	4.9	3.38 (1.09)
b. an essential and principal component in the instructional methodology of mathematics?	16.5	41.1	20.9	13.3	8.2	3.44 (1.16)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
8. To what degree does the Omani Mathematics curriculum encourage students to develop the attitudes and habits essential for logical thinking:						
a. Deduction reasoning: applying general principles to special cases?	24.2	42.9	24.8	5.0	3.1	3.80 (0.97)
b. Induction reasoning: deriving a general principle or basis from special cases?	38.9	35.8	13.0	8.6	3.7	3.98 (1.10)
9. To what degree does the Omani Mathematics curriculum encourage the students to develop the new attitudes and basic skills necessary for critical thinking:						
a. Suspending judgement?	35.0	38.7	13.1	10.0	3.1	3.93 (1.08)
b. Testing the accuracy of data?	34.8	32.3	21.5	8.2	3.2	3.87 (1.08)
c. Evaluating sources of data?	15.9	42.0	23.6	12.1	6.4	3.49 (1.10)
d. Utilizing various sources of information?	21.4	28.6	25.2	15.1	9.4	3.38 (1.24)

The Preparatory School Mathematics Curriculum is made up of a collection of units in each grade level as indicated below:

First Grade	Second Grade	Third Grade
a. Unit in Algebra	a. Unit in Algebra	a. Unit in Algebra
b. Unit in Geometry	b. Unit in Geometry	b. Unit in Geometry
	c. Unit in Statistics	c. Unit in Trigonometry

	5 %	4 %	3 %	2 %	1 %	Mean (sd)
10. To what extent is there integration among the units taught in each grade level in the sense that the study of a unit facilitates the student's learning of the following unit?	13.4	34.8	29.9	11.6	10.4	3.29 (1.16)
11. To what extent are the concepts taught in the algebra and geometric units in a particular grade level considered to be a prerequisite for teaching the concepts in these two subjects in the next grade level?	21.6	42.6	21.6	9.9	4.3	3.67 (1.06)
12. To what extent is it appropriate to begin teaching statistics in the second grade when the maturity level of the students is taken into consideration?	20.7	35.4	22.0	12.8	9.1	3.46 (1.22)
13. To what extent is it appropriate to begin teaching trigonometry in the third grade?	24.5	38.0	19.6	10.4	7.4	3.62 (1.18)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

The level of difficulty and scope increases from first to the third grade level in the Geometry curriculum in the Preparatory level as follows:

First Grade	Second Grade	Third Grade
a. Plane Geometry	a. Analytical Geometry	a. Analytical Geometry
b. Geometric	b. Geometric Transformations	b. Geometric Transformations
		c. Plane Geometry
		d. Solid Geometry

Item IIA2 con't	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
14. To what extent is this increase in difficulty and scope in the geometry sequence appropriate to the mental development of the students in the Preparatory level?	16.5	39.6	27.4	13.4	3.0	3.53 (1.02)
15. To what extent is the second grade the appropriate level to begin introducing analytical geometry?	20.1	37.8	24.4	12.8	4.9	3.56 (1.10)
16. To what extent is the third grade the appropriate level to begin introducing solid geometry with respect to the students' mental development?	20.2	24.5	22.1	15.3	17.8	3.14 (1.38)
17. To what extent is it appropriate to teach plane geometry only in the first and third grades and not in the second grade of the Preparatory level?	16.0	18.5	14.8	21.6	29.0	2.71 (1.46)
18. To what extent is the sequencing of geometry curriculum, (i.e., plane geometry, analytical, transformation, solid geometry) a logical sequence?	26.4	41.1	14.7	11.7	6.1	3.70 (1.16)
19. To what extent does the algebra curriculum in the Preparatory level introduced in terms of the concept of sets and the relations among sets facilitate learning mathematics and dealing with numbers and mathematical operations?	29.4	40.6	21.2	5.6	3.1	3.88 (1.00)
20. To what extent are the concepts of set theory used in presenting not only algebra but also:						
a. Geometry?	16.7	37.0	27.2	9.9	9.3	3.42 (1.16)
b. Trigonometry?	8.9	24.7	21.2	26.0	19.2	2.78 (1.26)
c. Statistics?	10.8	25.0	28.4	19.6	16.2	2.95 (1.24)
21. To what extent does the study of statistics only in the Second Grade with no continuation at the Third Grade of the mathematics curriculum of the Preparatory level affect the study of statistics at the Secondary level?	8.3	19.2	14.7	26.9	30.8	2.47 (1.33)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Part II Section A part 2
Curriculum Content: Mathematics
(Supervisor)

Item IIA2	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent have long range goals been considered in establishing the criteria for the selection and organization of the contents of the Mathematics curriculum?	15.4	53.8	30.8	0.0	0.0	3.85 (0.69)
2. To what extent are the number of weekly hours allocated for teaching the curriculum sufficient for realizing the desired goals of the Mathematics curriculum?	38.5	53.8	7.7	0.0	0.0	4.31 (0.63)
3. To what degree does the Mathematics curriculum encourage the students to engage in extracurricular activities such as clubs, contests, or exhibitions?	0.0	30.8	38.5	23.1	7.7	2.92 (0.95)
4. To what extent is there integration in the Preparatory School Mathematics curriculum in Grades 1 through 3?	15.4	46.2	23.1	7.7	7.7	3.54 (1.13)
5. To what extent is there continuity and integration of the Mathematics curriculum in the Primary, Preparatory, and Secondary levels?	7.7	61.5	15.4	15.4	0.0	3.62 (0.87)
6. To what extent is there integration between the Mathematics Curriculum and the other subjects' curricula:						
a. Mathematics and Islamic Education?	0.0	0.0	46.2	46.2	7.7	2.39 (0.65)
b. Mathematics and Arabic Language?	7.7	30.8	30.8	15.4	15.4	3.00 (1.23)
c. Mathematics and Social Studies?	0.0	7.7	61.5	15.4	15.4	2.62 (0.87)
d. Mathematics and Science?	7.7	53.8	23.1	7.7	7.7	3.46 (1.05)
e. Mathematics and English Language?	0.0	8.3	8.3	25.0	58.3	1.67 (0.99)
7. To what degree are field and practical activities included in the Mathematics curriculum:						
a. an integrated part of the Mathematics curriculum?	7.7	23.1	61.5	7.7	0.0	3.31 (0.75)
b. an essential and principal component in the instructional methodology of mathematics?	7.7	38.5	38.5	7.7	7.7	3.31 (1.03)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
8. To what degree does the Omani Mathematics curriculum encourage students to develop the attitudes and habits essential for logical thinking:						
a. Deduction reasoning: applying general principles to special cases?	7.7	69.2	23.1	0.0	0.0	3.85 (0.56)
b. Induction reasoning: deriving a general principle or basis from special cases?	30.8	38.5	7.7	23.1	0.0	3.77 (1.17)
9. To what degree does the Omani Mathematics curriculum encourage the students to develop the new attitudes and basic skills necessary for critical thinking:						
a. Suspending judgement?	0.0	84.6	7.7	7.7	0.0	3.77 (0.60)
b. Testing the accuracy of data?	7.7	69.2	23.1	0.0	0.0	3.85 (0.56)
c. Evaluating sources of data?	15.4	46.2	38.5	0.0	0.0	3.77 (0.73)
d. Utilizing various sources of information?	7.7	38.5	38.5	15.4	0.0	3.39 (0.87)

The Preparatory School Mathematics Curriculum is made up of a collection of units in each grade level as indicated below:

First Grade	Second Grade	Third Grade
a. Unit in Algebra	a. Unit in Algebra	a. Unit in Algebra
b. Unit in Geometry	b. Unit in Geometry	b. Unit in Geometry
	c. Unit in Statistics	c. Unit in Trigonometry

Item IIA2 con't	5 %	4 %	3 %	2 %	1 %	Mean (sd)
10. To what extent is there integration among the units taught in each grade level in the sense that the study of a unit facilitates the student's learning of the following unit?	15.4	61.5	7.7	7.7	7.7	3.69 (1.11)
11. To what extent are the concepts taught in the algebra and geometric units in a particular grade level considered to be a prerequisite for teaching the concepts in these two subjects in the next grade level?	15.4	61.5	15.4	0.0	7.7	3.77 (1.01)
12. To what extent is it appropriate to begin teaching statistics in the second grade when the maturity level of the students is taken into consideration?	30.8	38.5	7.7	23.1	0.0	3.77 (1.17)
13. To what extent is it appropriate to begin teaching trigonometry in the third grade?	38.5	46.2	7.7	7.7	0.0	4.15 (0.90)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't

Response*

The level of difficulty and scope increases from first to the third grade level in the Geometry curriculum in the Preparatory level as follows:

First Grade	Second Grade	Third Grade
a. Plane Geometry	a. Analytical Geometry	a. Analytical Geometry
b. Geometric	b. Geometric Transformations	b. Geometric Transformations
		c. Plane Geometry
		d. Solid Geometry

	5 %	4 %	3 %	2 %	1 %	Mean (sd)
14. To what extent is this increase in difficulty and scope in the geometry sequence appropriate to the mental development of the students in the Preparatory level?	30.8	46.2	7.7	15.4	0.0	3.92 (1.04)
15. To what extent is the second grade the appropriate level to begin introducing analytical geometry?	30.8	46.2	7.7	7.7	7.7	3.85 (1.21)
16. To what extent is the third grade the appropriate level to begin introducing solid geometry with respect to the students' mental development?	46.2	30.8	7.7	7.7	7.7	4.00 (1.29)
17. To what extent is it appropriate to teach plane geometry only in the first and third grades and not in the second grade of the Preparatory level?	7.7	30.8	23.1	7.7	30.8	2.77 (1.42)
18. To what extent is the sequencing of geometry curriculum, (i.e., plane geometry, analytical, transformation, solid geometry) a logical sequence?	30.8	46.2	7.7	15.4	0.0	3.69 (1.44)
19. To what extent does the algebra curriculum in the Preparatory level introduced in terms of the concept of sets and the relations among sets facilitate learning mathematics and dealing with numbers and mathematical operations?	38.5	38.5	15.4	7.7	0.0	4.08 (0.95)
20. To what extent are the concepts of set theory used in presenting not only algebra but also:						
a. Geometry?	7.7	46.2	30.8	15.4	0.0	3.46 (0.88)
b. Trigonometry?	0.0	8.3	50.0	33.3	8.3	2.58 (0.79)
c. Statistics?	0.0	25.0	25.0	33.3	16.7	2.58 (1.08)
21. To what extent does the study of statistics only in the Second Grade with no continuation at the Third Grade of the mathematics curriculum of the Preparatory level affect the study of statistics at the Secondary level?	7.7	7.7	46.2	7.7	30.8	2.54 (1.27)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Part II Section A part 2
Science Curriculum Content
(Teacher)

Item IIA2	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent were the long-term goals Taken into consideration when setting the criteria for selecting and organizing the contents of the Science curriculum?	12.6	51.1	31.1	3.7	1.5	3.70 (0.79)
2. To what extent are the number of weekly hours allocated for teaching the curriculum sufficient for realizing the desired goals of the Science curriculum?	37.8	33.3	18.5	6.7	3.7	3.95 (1.08)
3. To what extent does the science curriculum at the level that you teach emphasize the historical issues of science?	14.0	37.5	33.8	11.0	3.7	3.47 (0.99)
4. To what extent does the Science Curriculum encourage the students to engage in extra-curricular activities, such as science clubs, contests, and exhibitions?	14.6	40.9	27.0	14.6	2.9	3.50 (1.01)
5. To what extent is there integration of the Science curriculum in Grades 1 through 3 at the Preparatory School level?	9.5	40.9	32.8	14.6	2.2	3.41 (0.93)
6. To what extent is there integration of the Science curriculum in the Primary, Preparatory, and Secondary Levels?	11.3	38.3	36.1	13.5	0.8	3.46 (0.89)
7. To what extent is there integration of the Science curriculum and the other subjects' curricula:						
a. Science and Islamic Education?	22.6	31.6	29.3	11.3	5.3	3.55 (1.12)
b. Science and Arabic Language?	20.8	34.6	23.1	14.6	6.9	3.48 (1.18)
c. Science and Mathematics?	38.3	33.1	21.1	6.0	1.5	4.01 (0.99)
d. Science and Social Studies?	11.5	37.7	34.6	12.3	3.8	3.41 (0.98)
e. Science and English Language?	5.5	10.2	31.5	22.8	29.9	2.39 (1.18)
8. To what extent does the content and practices of the Science curriculum help students to understand that science is not only a body of Knowledge but also a method of thinking and research?	19.8	45.5	26.4	4.1	4.1	3.73 (0.97)
9. To what extent is the practical study in science an integral part of:						
a. the Science curriculum?	27.9	39.5	25.6	5.4	1.6	3.87 (0.94)
b. the instructional methods?	41.4	29.7	20.3	6.3	2.3	4.02 (1.04)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
10. To what extent does the science curriculum in the Preparatory School help the students develop the essential attitudes and habit for critical thinking:						
a. postponing judgement?	26.3	44.4	21.1	8.3	0.0	3.89 (0.89)
b. checking the validity and precision of data?	26.5	39.4	26.5	6.8	0.8	3.84 (0.92)
c. evaluating the sources of data?	20.6	32.5	30.2	12.7	4.0	3.53 (1.08)
d. utilizing various sources to gather data?	18.8	39.1	24.1	10.5	7.5	3.51 (1.14)
11. To what extent does the Science curriculum help the students to develop the skills of logical thinking:						
a. Deduction: arriving at a generalization from the study of various examples and new cases?	20.1	50.7	20.1	8.2	0.7	3.81 (0.88)
b. Induction: inferring from a general rule or law to special cases and examples?	29.3	42.9	20.3	6.8	0.8	3.93 (0.91)
12. The Science curriculum in the preparatory school includes a list of objectives that it aspires to achieve. To what extent does the science curriculum achieve the following objectives:						
a. develop the students' concern for their natural environment?	20.6	50.0	22.1	6.6	0.7	3.83 (0.86)
b. help the students to understand their environment and its phenomena?	30.6	44.0	20.1	5.2	0.0	4.00 (0.85)
c. help the students to adapt to the continuing changes in their environment?	20.7	38.5	36.3	3.0	1.5	3.74 (0.87)
d. help the students to identify the natural resources in the Arabic environment and Oman in particular?	42.4	39.8	14.1	3.9	0.0	4.20 (0.83)
e. help the students to perceive the role that natural resources play in raising the standard of living for both the individual and society?	39.1	36.1	18.0	6.8	0.0	4.08 (0.92)
f. help the students to identify the danger and hazards of pollution and how they could participate in protecting their environment against pollution?	47.0	37.9	11.4	3.0	0.8	4.27 (0.84)
g. help the students to develop desired scientific attitudes:						
1. Openmindedness and curiosity?	23.1	42.5	26.1	6.7	1.5	3.79 (0.93)
2. Postponing judgements until they have collected all the relevant information?	24.2	41.7	25.8	6.8	1.5	3.80 (0.94)
3. Fighting supersitition and relating events to their real causes?	34.1	34.1	24.4	5.2	2.2	3.93 (1.00)
4. Adopting the experimental technique as a way to gain knowledge?	31.9	41.5	20.7	3.7	2.2	3.97 (0.94)
5. Precise observation?	25.6	38.3	32.3	3.0	0.8	3.85 (0.87)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
12. The Science curriculum in the preparatory school includes a list of objectives that it aspires to achieve. To what extent does the science curriculum achieve the following objectives: (con't)						
g. help the students to develop desired scientific attitudes: (con't)						
6. Respect for the opinions of others and readiness to change personal opinion in the light of new information?	27.5	43.5	22.9	3.8	2.3	3.90 (0.93)
7. Cooperation and the ability of the individual to work in a group?	29.9	42.5	20.9	6.0	0.7	3.95 (0.90)
8. Independence in thinking and action?	19.1	36.6	31.3	11.5	1.5	3.60 (0.97)
h. helping the students to develop the scientific method of thinking and problem solving and applying this method in solving their everyday problems?	22.9	43.5	26.0	7.6	0.0	3.82 (0.88)
i. helping the students to develop their appreciation for manual work and its role in social progress?	24.6	41.0	24.6	9.0	0.7	3.80 (0.94)
j. helping the students develop an appreciation of the efficiency of the universe as a system and to appreciate the natural beauty that reflects the greatness of the Almighty God?	46.3	39.6	11.2	2.2	0.7	4.28 (0.81)
k. discovering and developing the abilities of the students?	18.5	35.6	35.6	8.9	1.5	3.61 (0.94)
l. Discovering and developing the scientific attitude of the students?	22.3	40.0	30.0	6.9	0.8	3.76 (0.91)
m. helping the students to develop the proper hygienic habits that enhance their natural physical growth through:						
1. Identifying the various parts of the body and how they function to achieve physical growth?	58.5	31.1	7.4	3.0	0.0	4.45 (0.76)
2. Identifying the proper nutritional habits and rules to protect themselves against diseases?	51.5	35.1	11.2	0.0	2.2	4.34 (0.85)
n. helping the students to develop reading habits as a way of self-learning?	23.7	37.0	25.9	11.1	2.2	3.69 (1.03)
o. helping the students to develop their manipulative skills through using standard equipment and also through designing and making simple tools and equipment needed to study science?	27.9	39.7	25.0	6.6	0.7	3.88 (0.92)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

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Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
13. The science curriculum in the three grades of the Preparatory level in Oman consists of independent units in biology, physics, chemistry and geology. To what extent does this approach in organizing the science curriculum provide the students with the necessary integration that exists in the body of scientific knowledge?	18.4	55.9	19.9	4.4	1.5	3.85 (0.82)
14. To what extent does the Science curriculum in each grade level of the Preparatory School encourage students to develop the following skills and attitudes:						
a. fondness for and preference of the study of science?	18.5	51.9	25.2	3.7	0.7	3.84 (0.79)
b. application of what is learned to every day life activities?	16.5	44.4	31.6	6.0	1.5	3.68 (0.87)
c. manipulation and use of apparatus and tools?	20.6	45.6	25.0	8.1	0.7	3.77 (0.89)
d. awareness of the role of science in enriching human life?	29.1	42.5	22.4	6.0	0.0	3.95 (0.87)
e. appreciation of scientists in general and Arab and Muslim scientists in particular because of the role they played in progress of humanity?	41.5	35.6	18.5	3.0	1.5	4.13 (0.92)
15. To what extent does the Science curriculum for each grade level in the Preparatory School fit the stage of mental development of the students in that grade regarding:						
a. the amount of scientific knowledge included?	15.4	39.7	35.3	8.8	0.7	3.60 (0.88)
b. the level of difficulty in presenting it?	14.5	31.3	43.5	9.9	0.8	3.49 (0.89)
c. the degree of specialization emphasized by presenting the scientific knowledge as separate sciences: biology, chemistry, physics, geology, and astronomy?	20.1	44.0	26.1	9.0	0.7	3.74 (0.91)
d. the amount of time allocated for the study of science in each grade level?	30.1	37.5	23.5	5.9	2.9	3.86 (1.01)
e. the level of mastery in the manipulative skills that the students must develop to enable them to study the science curriculum in a specific grade level?	14.8	37.0	39.3	8.9	0.0	3.58 (0.85)
f. the level of mental abilities needed to perceive and understand the scientific knowledge designed for each grade level?	14.9	37.3	40.3	6.0	1.5	3.58 (0.87)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
16. To what extend are the concepts included in the Preparatory School science curriculum for each grade appropriate to the level of maturity and development of the students at the grade level that you teach:						
First Grade Preparatory Science						
Unit One: Human Body						
a. The living cell and its structure?	49.2	35.6	11.4	3.8	0.0	4.30 (0.82)
b. The organs of the human body?	51.5	39.2	6.9	1.5	0.8	4.39 (0.75)
c. The sense organs?	39.4	43.9	10.6	4.5	1.5	4.15 (0.90)
Unit Two: Universe and Space Navigation						
a. Universe?	27.8	42.9	18.8	9.0	1.5	3.87 (0.98)
b. Solar System?	23.8	42.3	20.8	10.0	3.1	3.74 (1.03)
c. Space navigation, rockets, and satellites?	17.6	38.2	25.2	16.0	3.1	3.51 (1.06)
d. Landing men on the moon?	21.5	33.1	23.1	18.5	3.8	3.50 (1.14)
Unit Three: Atmosphere						
a. structure of air?	56.1	32.6	8.3	1.5	1.5	4.40 (0.83)
b. properties of air?	49.6	35.1	11.5	3.1	0.8	4.30 (0.85)
c. weather forecasting?	38.2	37.4	16.0	5.3	3.1	4.02 (1.02)
Unit Four: Structure and Properties of Matter?						
a. Properties of matter?	36.4	37.9	21.2	3.0	1.5	4.05 (0.92)
b. Molecule theory of matter?	24.4	36.6	25.2	11.5	2.3	3.70 (1.04)
c. Atomic theory of matter?	22.6	31.6	28.6	11.3	6.0	3.53 (1.14)
d. Chemical formulae?	17.6	35.1	22.1	18.3	6.9	3.38 (1.17)
e. Chemical equations?	16.2	26.9	28.5	21.5	6.9	3.24 (1.17)
Second Grade Preparatory Science:						
Unit One: The Planet Earth						
a. Layers of the earth?	38.0	36.4	14.7	8.5	2.3	3.99 (1.04)
b. Rocks?	40.0	30.4	19.2	7.2	3.2	3.97 (1.09)
c. Earthquakes and volcanoes?	38.4	33.6	16.8	8.8	2.4	3.97 (1.06)
d. Fossils?	32.0	33.6	19.5	10.9	3.9	3.79 (1.13)
e. Natural resources?	38.9	35.7	12.7	7.9	4.8	3.96 (1.13)
Unit Two: Marine Resources						
a. Man's need for sea and marine resources?	44.1	40.2	8.7	6.3	0.8	4.21 (0.90)
b. Food from the sea?	46.8	35.7	11.1	4.8	1.6	4.21 (0.94)
c. Pearls, coral, and sponges?	43.3	37.0	14.2	4.7	0.8	4.17 (0.90)
d. Desalination of sea water?	47.6	34.1	13.5	3.2	1.6	4.23 (0.91)
e. Minerals in the sea?	41.8	35.2	13.9	8.2	0.8	4.09 (0.98)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
16. To what extend are the concepts included in the Preparatory School science curriculum for each grade appropriate to the level of maturity and development of the students at the grade level that you teach: (con't)						
(Grade 2 continued)						
Unit Three: Sound and Music						
a. Wave motion?	33.3	42.6	16.3	6.2	1.6	4.00 (0.94)
b. Wave Propagation?	29.9	44.9	18.1	4.7	2.4	3.95 (0.94)
c. Pitch, level and quality of sound?	32.8	39.2	17.6	7.2	3.2	3.91 (1.04)
d. Musical instruments?	37.3	34.1	17.5	7.9	3.2	3.94 (1.08)
e. Reflection of sound?	42.7	38.7	11.3	5.6	1.6	4.15 (0.95)
f. Echo?	41.1	39.5	12.1	5.6	1.6	4.13 (0.95)
g. Resonance?	38.0	28.1	22.3	9.9	1.7	3.91 (1.07)
Unit Four: Light and Vision						
a. Propagation and speed of light?	38.4	36.8	17.6	4.0	3.2	4.03 (1.01)
b. Reflection of light and image formation?	33.1	42.7	17.7	4.8	1.6	4.01 (0.92)
c. Reflection of light spherical mirrors?	30.1	40.7	22.0	5.7	1.6	3.92 (0.95)
d. Refraction of light and formation of image through lenses?	26.8	44.7	18.7	7.3	2.4	3.86 (0.98)
e. Optical instruments?	25.6	38.0	24.0	9.1	3.3	3.74 (1.05)
Unit Five: Principles of Chemistry						
a. Role of chemistry in life?	39.8	37.4	18.7	3.3	0.8	4.12 (0.88)
b. Structure of the atom?	34.1	39.0	20.3	4.9	1.6	3.99 (0.95)
c. Valence and bonding?	29.8	33.1	25.8	8.1	3.2	3.78 (1.06)
d. Chemical equation?	25.8	34.7	29.8	7.3	2.4	3.74 (1.00)
e. The mole?	18.3	34.1	23.8	17.5	6.3	3.41 (1.16)
f. Oxidation and reduction?	23.4	29.0	28.2	14.5	4.8	3.52 (1.14)
g. Carbon and its oxides?	31.7	43.1	17.1	6.5	1.6	3.97 (0.95)
Unit Six: Health						
a. Role of Muslim scientists in the study of health?	51.3	32.8	11.8	2.5	1.7	4.29 (0.90)
b. Causes of illnesses?	54.4	32.0	9.6	2.4	1.6	4.35 (0.87)
c. Contagious diseases?	53.2	32.3	8.9	4.0	1.6	4.32 (0.91)
d. Vaccines and serum?	45.2	38.1	10.3	4.8	1.6	4.21 (0.92)
e. Drugs?	42.2	34.4	11.7	7.0	4.7	4.02 (1.12)
f. Pollution and its affect on health?	53.3	34.4	9.0	1.6	1.6	4.36 (0.84)
Third grade Preparatory Science						
Unit One: The Living Cell						
a. Shape and structure of the cell?	50.8	34.1	10.3	3.2	1.6	4.29 (0.90)
b. Mitosis and miosis?	39.5	34.7	18.5	4.8	2.4	4.04 (1.00)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
16. To what extend are the concepts included in the Preparatory School science curriculum for each grade appropriate to the level of maturity and development of the students at the grade level that you teach: (con't)						
(Grade 3 continued)						
Unit Two: Human Reproduction and Heredity						
a. Human Reproduction system?	47.2	34.4	12.0	4.0	2.4	4.20 (0.97)
b. Zygote and embryo?	45.5	34.1	15.4	1.6	3.3	4.17 (0.97)
c. Venereal diseases?	41.3	30.2	16.7	7.1	4.8	3.96 (1.14)
d. Laws of heredity?	31.5	33.9	22.8	7.1	4.7	3.80 (1.11)
e. Chromosomes and genes?	23.0	36.5	23.0	11.9	5.6	3.60 (1.13)
f. Heredity of genetic traits?	30.2	34.1	18.3	12.7	4.8	3.72 (1.16)
Unit Three: Motion and Force						
a. Force?	36.8	42.4	15.2	3.2	2.4	4.08 (0.93)
b. Resultant of forces?	36.8	42.4	16.8	2.4	1.6	4.10 (0.88)
c. Equilibrium?	31.7	4.13	19.0	4.8	3.2	3.94 (0.99)
d. Torque?	26.4	41.6	23.2	7.2	1.6	3.84 (0.95)
e. Couple?	25.0	42.7	21.8	9.7	0.8	3.82 (0.95)
f. Gravitational force?	28.3	31.0	27.4	9.7	3.5	3.71 (1.09)
g. Momentum?	28.2	26.2	21.4	16.5	7.8	3.51 (1.28)
h. Friction?	27.5	29.4	17.6	13.7	11.8	3.47 (1.34)
i. Work, energy, and power?	38.1	33.1	22.9	3.4	2.5	4.01 (0.99)
Unit Four: Magnetism and Electricity						
a. Electric charges?	45.2	34.9	18.3	0.8	0.8	4.23 (0.83)
b. Distribution of charges on surfaces?	40.5	37.3	17.5	4.0	0.8	4.13 (0.89)
c. Electric potential?	36.0	36.8	23.2	2.4	1.6	4.03 (0.92)
d. Electric field?	38.7	38.7	20.2	0.8	1.6	4.12 (0.87)
e. Electric current?	50.0	40.5	7.1	0.8	1.6	4.37 (0.79)
f. Electric circuit?	54.8	34.9	8.7	0.8	0.8	4.42 (0.75)
g. Sources of electric current?	53.6	36.8	7.2	1.6	0.8	4.41 (0.76)
h. Resistance and Ohm's law?	51.6	38.1	7.9	1.6	0.8	4.38 (0.77)
i. Effect of electric current?	46.4	37.6	14.4	0.8	0.8	4.28 (0.80)
j. Electrical instruments?	43.2	40.8	13.6	1.6	0.8	4.24 (0.81)
Unit Five: Principles of Chemistry						
a. Physical and Chemical changes?	46.8	36.5	15.1	1.6	0.0	4.29 (0.78)
b. Hydrogen, oxygen, and water?	46.4	38.4	14.4	0.8	0.0	4.30 (0.74)
c. Acid, base and salt?	45.6	39.2	15.2	0.0	0.0	4.30 (0.72)
d. The study of elements (iron, aluminum, and copper)?	43.7	33.3	20.6	1.6	0.8	4.18 (0.87)
e. Fertilizer industry?	30.4	37.6	26.4	5.6	0.0	3.93 (0.89)
f. Petrochemical industry?	31.5	29.9	29.9	8.7	0.0	3.84 (0.97)
g. Soap industry and bread industry?	36.2	29.1	24.4	10.2	0.0	3.91 (1.01)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
17. Following this statement there is a list of some new topics and concepts which were introduced in the preparatory level Science curriculum. Indicate your opinion of the appropriateness of the topics and concepts to the grade level: (Note: SEE *)						
First Grade Preparatory Science						
a. Molecular theory of matter?	50.0	8.5	34.6	6.9	0.0	4.02 (1.06)
b. Heat?	42.3	13.1	35.4	6.9	2.3	3.86 (1.12)
c. Heat Capacity?	37.7	5.4	46.9	7.7	2.3	3.69 (1.13)
d. Temperature?	52.3	13.3	26.6	5.5	2.3	4.08 (1.11)
e. Chemical symbols?	58.6	12.5	25.0	2.3	1.6	4.24 (1.01)
f. Chemical Formulae?	48.4	10.5	36.3	3.2	1.6	4.01 (1.06)
g. Molecular weight?	37.5	13.3	38.3	5.5	5.5	3.72 (1.18)
h. Chemical equations?	46.5	11.8	36.2	2.4	3.1	3.96 (1.10)
Second Grade Preparatory Science:						
a. Wave motion?	66.7	8.7	19.0	3.2	2.4	4.34 (1.04)
b. Sound level and intensity?	71.4	10.3	13.5	1.6	3.2	4.45 (1.00)
c. Pitch of sound?	72.7	12.4	10.7	1.7	2.5	4.51 (0.93)
d. Quality of sound (harmonics)?	70.8	11.7	10.8	4.2	2.5	4.44 (1.01)
e. Laws of mirrors and lenses?	55.0	8.3	27.5	5.8	3.3	4.06 (1.17)
Third grade Preparatory Science						
a. Mitosis?	54.5	8.1	22.8	12.2	2.4	4.00 (1.22)
b. Miosis?	46.4	9.6	30.4	11.2	2.4	3.86 (1.19)
c. Sperm and ovum?	62.6	9.8	19.5	6.5	1.6	4.25 (1.08)
d. Reproductive system?	68.8	12.0	9.6	8.0	1.6	4.38 (1.05)
e. Laws of heredity?	45.2	11.3	25.0	16.1	2.4	3.81 (1.24)
f. Chromosomes and genes?	49.2	12.5	26.7	9.2	2.5	3.97 (1.17)
g. Force and work?	61.8	18.7	13.8	4.1	1.6	4.35 (0.98)
h. Energy and power?	62.4	22.2	12.8	0.9	1.7	4.43 (0.87)
i. Mathematical formulae for force, work, energy, and power?	57.4	23.0	15.6	2.5	1.6	4.32 (0.94)
j. Electric current?	72.1	21.3	5.7	0.8	0.0	4.65 (0.63)
k. Electric potential and field?	60.3	20.7	14.9	3.3	0.8	4.36 (0.91)
l. Resistance and Ohm's law?	75.2	16.2	6.8	1.7	0.0	4.65 (0.69)

* Response Key: 5 = Appropriate; 4 = Too easy, move to a lower grade level; 3 = Too difficult, move to a higher grade level; 2 = Too difficult, move to the secondary school; 1 = eliminate completely

Part II Section A part 2
Science Curriculum Content
(Supervisor)

Item IIA2	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent were the long-term goals Taken into consideration when setting the criteria for selecting and organizing the contents of the Science curriculum?	0.0	61.5	38.5	0.0	0.0	3.62 (0.51)
2. To what extent are the number of weekly hours allocated for teaching the curriculum sufficient for realizing the desired goals of the Science curriculum?	46.2	38.5	7.7	7.7	0.0	4.23 (0.93)
3. To what extent does the science curriculum at the level that you teach emphasize the historical issues of science?	0.0	69.2	23.1	7.7	0.0	3.62 (0.65)
4. To what extent does the Science Curriculum encourage the students to engage in extra-curricular activities, such as science clubs, contests, and exhibitions?	0.0	38.5	46.2	15.4	0.0	3.23 (0.73)
5. To what extent is there integration of the Science curriculum in Grades 1 through 3 at the Preparatory School level?	0.0	50.0	16.7	33.3	0.0	3.17 (0.94)
6. To what extent is there integration of the Science curriculum in the Primary, Preparatory, and Secondary Levels?	0.0	33.3	33.3	33.3	0.0	3.00 (0.85)
7. To what extent is there integration of the Science curriculum and the other subjects' curricula:						
a. Science and Islamic Education?	8.3	8.3	41.7	33.3	8.3	2.75 (1.06)
b. Science and Arabic Language?	16.7	8.3	41.7	25.0	8.3	3.00 (1.21)
c. Science and Mathematics?	0.0	33.3	41.7	25.0	0.0	3.08 (0.79)
d. Science and Social Studies?	0.0	0.0	41.7	41.7	16.7	2.25 (0.75)
e. Science and English Language?	0.0	0.0	25.0	66.7	8.3	2.17 (0.58)
8. To what extent does the content and practices of the Science curriculum help students to understand that science is not only a body of knowledge but also a method of thinking and research?	0.0	41.7	33.3	16.7	8.3	3.08 (1.00)
9. To what extent is the practical study in science an integral part of:						
a. the Science curriculum?	9.1	54.5	27.3	9.1	0.0	3.64 (0.81)
b. the instructional methods?	8.3	66.7	25.0	0.0	0.0	3.83 (0.58)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
10. To what extent does the science curriculum in the Preparatory School help the students develop the essential attitudes and habit for critical thinking:						
a. postponing judgement?	25.0	25.0	50.0	0.0	0.0	3.75 (0.87)
b. checking the validity and precision of data?	18.2	27.3	36.4	18.2	0.0	3.46 (1.04)
c. evaluating the sources of data?	9.1	18.2	45.5	27.3	0.0	3.09 (0.94)
d. utilizing various sources to gather data?	9.1	27.3	36.4	27.3	0.0	3.18 (0.98)
11. To what extent does the Science curriculum help the students to develop the skills of logical thinking:						
a. Deduction: arriving at a generalization from the study of various examples and new cases?	0.0	36.4	54.5	0.0	9.1	3.18 (0.87)
b. Induction: inferring from a general rule or law to special cases and examples?	0.0	58.3	41.7	0.0	0.0	3.58 (0.52)
12. The Science curriculum in the preparatory school includes a list of objectives that it aspires to achieve. To what extent does the science curriculum achieve the following objectives:						
a. develop the students' concern for their natural environment?	0.0	50.0	33.3	16.7	0.0	3.33 (0.78)
b. help the students to understand their environment and its phenomena?	0.0	33.3	50.0	16.7	0.0	3.17 (0.72)
c. help the students to adapt to the continuing changes in their environment?	8.3	25.0	50.0	16.7	0.0	3.25 (0.87)
d. help the students to identify the natural resources in the Arabic environment and Oman in particular?	16.7	25.0	33.3	25.0	0.0	3.33 (1.07)
e. help the students to perceive the role that natural resources play in raising the standard of living for both the individual and society?	16.7	16.7	50.0	16.7	0.0	3.33 (0.99)
f. help the students to identify the danger and hazards of pollution and how they could participate in protecting their environment against pollution?	0.0	41.7	41.7	16.7	0.0	3.25 (0.75)
g. help the students to develop desired scientific attitudes:						
1. Openmindedness and curiosity?	0.0	33.3	66.7	0.0	0.0	3.33 (0.49)
2. Postponing judgements until they have collected all the relevant information?	0.0	25.0	58.3	16.7	0.0	3.08 (0.67)
3. Fighting supersitition and relating events to their real causes?	0.0	38.5	30.8	30.8	0.0	3.08 (0.86)
4. Adopting the experimental technique as a way to gain knowledge?	23.1	23.1	38.5	15.4	0.0	3.54 (1.05)
5. Precise observation?	7.7	38.5	38.5	15.4	0.0	3.39 (0.87)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
12. The Science curriculum in the preparatory school includes a list of objectives that it aspires to achieve. To what extent does the science curriculum achieve the following objectives: (con't)						
g. help the students to develop desired scientific attitudes: (con't)						
6. Respect for the opinions of others and readiness to change personal opinion in the light of new information?	7.7	30.8	46.2	15.4	0.0	3.31 (0.86)
7. Cooperation and the ability of the individual to work in a group?	9.1	36.4	45.5	9.1	0.0	3.46 (0.82)
8. Independence in thinking and action?	0.0	15.4	61.5	15.4	7.7	2.85 (0.80)
h. helping the students to develop the scientific method of thinking and problem solving and applying this method in solving their everyday problems?	7.7	38.5	46.2	7.7	0.0	3.46 (0.78)
i. helping the students to develop their appreciation for manual work and its role in social progress?	7.7	7.7	53.8	30.8	0.0	2.92 (0.86)
j. helping the students develop an appreciation of the efficiency of the universe as a system and to appreciate the natural beauty that reflects the greatness of the Almighty God?	23.1	38.5	30.8	7.7	0.0	3.77 (0.93)
k. discovering and developing the abilities of the students?	7.7	7.7	61.5	15.4	7.7	2.92 (0.95)
l. Discovering and developing the scientific attitude of the students?	0.0	23.1	53.8	15.4	7.7	2.92 (0.86)
m. helping the students to develop the proper hygienic habits that enhance their natural physical growth through:						
1. Identifying the various parts of the body and how they function to achieve physical growth?	23.1	61.5	7.7	7.7	0.0	4.00 (0.82)
2. Identifying the proper nutritional habits and rules to protect themselves against diseases?	30.8	53.8	7.7	7.7	0.0	4.08 (0.86)
n. helping the students to develop reading habits as a way of self-learning?	7.7	30.8	61.5	0.0	0.0	3.46 (0.66)
o. helping the students to develop their manipulative skills through using standard equipment and also through designing and making simple tools and equipment needed to study science?	7.7	15.4	53.8	23.1	0.0	3.08 (0.86)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
13. The science curriculum in the three grades of the Preparatory level in Oman consists of independent units in biology, physics, chemistry and geology. To what extent does this approach in organizing the science curriculum provide the students with the necessary integration that exists in the body of scientific knowledge?	7.7	46.2	38.5	7.7	0.0	3.54 (0.78)
14. To what extent does the Science curriculum in each grade level of the Preparatory School encourage students to develop the following skills and attitudes:						
a. fondness for and preference of the study of science?	0.0	38.5	53.8	0.0	7.7	3.23 (0.83)
b. application of what is learned to every day life activities?	0.0	30.8	46.2	23.1	0.0	3.08 (0.76)
c. manipulation and use of apparatus and tools?	0.0	30.8	61.5	7.7	0.0	3.23 (0.60)
d. awareness of the role of science in enriching human life?	7.7	46.2	30.8	15.4	0.0	3.46 (0.88)
e. appreciation of scientists in general and Arab and Muslim scientists in particular because of the role they played in progress of humanity?	30.8	30.8	30.8	7.7	0.0	3.85 (0.99)
15. To what extent does the Science curriculum for each grade level in the Preparatory School fit the stage of mental development of the students in that grade regarding:						
a. the amount of scientific knowledge included?	0.0	53.8	30.8	15.4	0.0	3.39 (0.77)
b. the level of difficulty in presenting it?	0.0	23.1	69.2	7.7	0.0	3.15 (0.56)
c. the degree of specialization emphasized by presenting the scientific knowledge as separate sciences: biology, chemistry, physics, geology, and astronomy?	15.4	30.8	46.2	7.7	0.0	3.54 (0.88)
d. the amount of time allocated for the study of science in each grade level?	23.1	61.5	7.7	7.7	0.0	4.00 (0.82)
e. the level of mastery in the manipulative skills that the students must develop to enable them to study the science curriculum in a specific grade level?	15.4	23.1	53.8	7.7	0.0	3.46 (0.88)
f. the level of mental abilities needed to perceive and understand the scientific knowledge designed for each grade level?	7.7	30.8	53.8	7.7	0.0	3.39 (0.77)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
16. To what extend are the concepts included in the Preparatory School science curriculum for each grade appropriate to the level of maturity and development of the students at the grade level that you teach:						
First Grade Preparatory Science						
Unit One: Human Body						
a. The living cell and its structure?	46.2	46.2	0.0	7.7	0.0	4.31 (0.86)
b. The organs of the human body?	53.8	46.2	0.0	0.0	0.0	4.54 (0.52)
c. The sense organs?	30.8	53.8	15.4	0.0	0.0	4.15 (0.69)
Unit Two: Universe and Space Navigation						
a. Universe?	23.1	53.6	15.4	0.0	7.7	3.85 (1.07)
b. Solar System?	15.4	46.2	30.8	0.0	7.7	3.62 (1.04)
c. Space navigation, rockets, and satellites?	15.4	30.8	38.5	7.7	7.7	3.39 (1.12)
d. Landing men on the moon?	15.4	30.8	30.8	15.4	7.7	3.31 (1.18)
Unit Three: Atmosphere						
a. structure of air?	46.2	38.5	15.4	0.0	0.0	4.31 (0.75)
b. properties of air?	53.8	38.5	7.7	0.0	0.0	4.46 (0.66)
c. weather forecasting?	38.5	46.2	15.4	0.0	0.0	4.23 (0.73)
Unit Four: Structure and Properties of Matter?						
a. Properties of matter?	33.3	50.0	8.3	0.0	8.3	4.00 (1.13)
b. Molecule theory of matter?	38.5	30.8	7.7	15.4	7.7	3.77 (1.36)
c. Atomic theory of matter?	38.5	15.4	30.8	7.7	7.7	3.69 (1.32)
d. Chemical formulae?	30.8	23.1	30.8	7.7	7.7	3.62 (1.26)
e. Chemical equations?	23.1	30.8	15.4	23.1	7.7	3.39 (1.33)
Second Grade Preparatory Science:						
Unit One: The Planet Earth						
a. Layers of the earth?	30.8	38.5	7.7	23.1	0.0	3.77 (1.17)
b. Rocks?	30.8	38.5	15.4	15.4	0.0	3.85 (1.07)
c. Earthquakes and volcanoes?	38.5	23.1	23.1	15.4	0.0	3.85 (1.14)
d. Fossils?	23.1	23.1	30.8	15.4	7.7	3.39 (1.26)
e. Natural resources?	30.8	30.8	23.1	7.7	7.7	3.69 (1.25)
Unit Two: Marine Resources						
a. Man's need for sea and marine resources?	46.2	38.5	7.7	7.7	0.0	4.23 (0.93)
b. Food from the sea?	46.2	38.5	7.7	7.7	0.0	4.23 (0.93)
c. Pearls, coral, and sponges?	38.5	38.5	15.4	7.7	0.0	4.08 (0.95)
d. Desalination of sea water?	30.8	46.2	15.4	7.7	0.0	4.00 (0.91)
e. Minerals in the sea?	16.7	33.3	41.7	8.3	0.0	3.58 (0.90)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
16. To what extend are the concepts included in the Preparatory School science curriculum for each grade appropriate to the level of maturity and development of the students at the grade level that you teach: (con't)						
(Grade 2 continued)						
Unit Three: Sound and Music						
a. Wave motion?	15.4	38.5	38.5	7.7	0.0	3.62 (0.87)
b. Wave Propagation?	7.7	53.8	30.8	7.7	0.0	3.62 (0.77)
c. Pitch, level and quality of sound?	15.4	61.5	23.1	0.0	0.0	3.92 (0.64)
d. Musical instruments?	15.4	46.2	30.8	7.7	0.0	3.69 (0.86)
e. Reflection of sound?	23.1	53.8	15.4	7.7	0.0	3.92 (0.86)
f. Echo?	15.4	53.8	30.8	0.0	0.0	3.85 (0.69)
g. Resonance?	15.4	53.8	30.8	0.0	0.0	3.85 (0.69)
Unit Four: Light and Vision						
a. Propagation and speed of light?	23.1	53.8	23.1	0.0	0.0	4.00 (0.71)
b. Reflection of light and image formation?	33.3	33.3	16.7	16.7	0.0	3.83 (1.12)
c. Reflection of light spherical mirrors?	38.5	30.8	15.4	15.4	0.0	3.92 (1.12)
d. Refraction of light and formation of image through lenses?	38.5	38.5	15.4	7.7	0.0	4.08 (0.95)
e. Optical instruments?	16.7	41.7	33.3	8.3	0.0	3.67 (0.89)
Unit Five: Principles of Chemistry						
a. Role of chemistry in life?	30.8	53.8	7.7	7.7	0.0	4.08 (0.86)
b. Structure of the atom?	38.5	23.1	23.1	7.7	7.7	3.77 (1.30)
c. Valence and bonding?	38.5	30.8	15.4	15.4	0.0	3.92 (1.12)
d. Chemical equation?	23.1	38.5	30.8	7.7	0.0	3.77 (0.93)
e. The mole?	30.8	15.4	38.5	0.0	15.4	3.46 (1.39)
f. Oxidation and reduction?	23.1	23.1	46.2	7.7	0.0	3.62 (0.96)
g. Carbon and its oxides?	30.8	30.8	38.5	0.0	0.0	3.92 (0.86)
Unit Six: Health						
a. Role of Muslim scientists in the study of health?	16.7	41.7	41.7	0.0	0.0	3.75 (0.75)
b. Causes of illnesses?	38.5	38.5	23.1	0.0	0.0	4.15 (0.80)
c. Contagious diseases?	46.2	30.8	23.1	0.0	0.0	4.23 (0.83)
d. Vaccines and serum?	38.5	15.4	38.5	7.7	0.0	3.85 (1.07)
e. Drugs?	46.2	15.4	23.1	15.4	0.0	3.92 (1.18)
f. Pollution and its affect on health?	46.2	30.8	23.1	0.0	0.0	4.23 (0.83)
Third grade Preparatory Science						
Unit One: The Living Cell						
a. Shape and structure of the cell?	41.7	41.7	16.7	0.0	0.0	4.25 (0.75)
b. Mitosis and miosis?	33.3	25.0	33.3	0.0	8.3	3.75 (1.22)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
16. To what extend are the concepts included in the Preparatory School science curriculum for each grade appropriate to the level of maturity and development of the students at the grade level that you teach: (con't)						
(Grade 3 continued)						
Unit Two: Human Reproduction and Heredity						
a. Human Reproduction system?	33.3	50.0	16.7	0.0	0.0	4.17 (0.72)
b. Zygote and embryo?	30.8	38.5	23.1	7.7	0.0	3.92 (0.95)
c. Venereal diseases?	33.3	33.3	33.3	0.0	0.0	4.00 (0.85)
d. Laws of heredity?	23.1	15.4	38.5	23.1	0.0	3.39 (1.12)
e. Chromosomes and genes?	23.1	7.7	46.2	15.4	7.7	3.23 (1.24)
f. Heredity of genetic traits?	15.4	15.4	46.2	15.4	7.7	3.15 (1.14)
Unit Three: Motion and Force						
a. Force?	15.4	38.5	46.2	0.0	0.0	3.69 (0.75)
b. Resultant of forces?	7.7	46.2	46.2	0.0	0.0	3.62 (0.65)
c. Equilibrium?	7.7	46.2	46.2	0.0	0.0	3.62 (0.65)
d. Torque?	15.4	46.2	30.8	7.7	0.0	3.69 (0.86)
e. Couple?	7.7	53.8	30.8	7.7	0.0	3.62 (0.77)
f. Gravitational force?	8.3	41.7	41.7	8.3	0.0	3.50 (0.80)
g. Momentum?	0.0	20.0	60.0	20.0	0.0	3.00 (0.67)
h. Friction?	10.0	30.0	50.0	10.0	0.0	3.40 (0.84)
i. Work, energy, and power?	23.1	15.4	61.5	0.0	0.0	3.62 (0.87)
Unit Four: Magnetism and Electricity						
a. Electric charges?	30.8	38.5	30.8	0.0	0.0	4.00 (0.82)
b. Distribution of charges on surfaces?	23.1	38.5	38.5	0.0	0.0	3.85 (0.80)
c. Electric potential?	15.4	30.8	38.5	15.4	0.0	3.46 (0.97)
d. Electric field?	15.4	30.8	46.2	7.7	0.0	3.54 (0.88)
e. Electric current?	30.8	38.5	23.1	7.7	0.0	3.92 (0.95)
f. Electric circuit?	30.8	38.5	30.8	0.0	0.0	4.00 (0.82)
g. Sources of electric current?	46.2	23.1	23.1	7.7	0.0	4.08 (1.04)
h. Resistance and Ohm's law?	30.8	38.5	30.8	0.0	0.0	4.00 (0.82)
i. Effect of electric current?	30.8	38.5	30.8	0.0	0.0	4.00 (0.82)
j. Electrical instruments?	30.8	38.5	30.8	0.0	0.0	4.00 (0.82)
Unit Five: Principles of Chemistry						
a. Physical and Chemical changes?	46.2	30.8	23.1	0.0	0.0	4.23 (0.83)
b. Hydrogen, oxygen, and water?	46.2	30.8	23.1	0.0	0.0	4.23 (0.83)
c. Acid, base and salt?	38.5	23.1	38.5	0.0	0.0	4.00 (0.91)
d. The study of elements (iron, aluminum, and copper)?	46.2	15.4	30.8	7.7	0.0	4.00 (1.08)
e. Fertilizer industry?	38.5	7.7	38.5	15.4	0.0	3.69 (1.18)
f. Petrochemical industry?	38.5	23.1	30.8	7.7	0.0	3.92 (1.04)
g. Soap industry and bread industry?	38.5	15.4	38.5	7.7	0.0	3.85 (1.07)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
17. Following this statement there is a list of some new topics and concepts which were introduced in the preparatory level Science curriculum. Indicate your opinion of the appropriateness of the topics and concepts to the grade level: (Note: SEE *)						
First Grade Preparatory Science						
a. Molecular theory of matter?	61.5	0.0	15.4	23.1	0.0	4.00 (1.35)
b. Heat?	46.2	0.0	46.2	7.7	0.0	3.85 (1.14)
c. Heat Capacity?	30.8	0.0	61.5	0.0	7.7	3.46 (1.20)
d. Temperature?	46.2	7.7	38.5	7.7	0.0	3.92 (1.12)
e. Chemical symbols?	69.2	0.0	23.1	0.0	7.7	4.23 (1.30)
f. Chemical Formulae?	69.2	0.0	23.1	0.0	7.7	4.23 (1.30)
g. Molecular weight?	53.8	0.0	38.5	0.0	7.7	3.92 (1.32)
h. Chemical equations?	46.2	0.0	46.2	0.0	7.7	3.77 (1.30)
Second Grade Preparatory Science:						
a. Wave motion?	50.0	8.3	41.7	0.0	0.0	4.08 (1.00)
b. Sound level and intensity?	69.2	15.4	15.4	0.0	0.0	4.54 (0.78)
c. Pitch of sound?	76.9	7.7	15.4	0.0	0.0	4.62 (0.77)
d. Quality of sound (harmonics)?	61.5	7.7	15.4	7.7	7.7	4.08 (1.38)
e. Laws of mirrors and lenses?	41.7	0.0	41.7	16.7	0.0	3.67 (1.23)
Third grade Preparatory Science						
a. Mitosis?	61.5	7.7	0.0	30.8	0.0	4.00 (1.41)
b. Miosis?	58.3	8.3	0.0	33.3	0.0	3.92 (1.44)
c. Sperm and ovum?	63.6	0.0	9.1	27.3	0.0	4.00 (1.41)
d. Reproductive system?	69.2	7.7	0.0	23.1	0.0	4.23 (1.30)
e. Laws of heredity?	46.2	0.0	7.7	46.2	0.0	3.46 (1.51)
f. Chromosomes and genes?	30.8	15.4	23.1	30.8	0.0	3.46 (1.27)
g. Force and work?	53.8	23.1	0.0	23.1	0.0	4.08 (1.26)
h. Energy and power?	41.7	25.0	8.3	25.0	0.0	3.83 (1.27)
i. Mathematical formulae for force, work, energy, and power?	46.2	23.1	7.7	23.1	0.0	3.92 (1.26)
j. Electric current?	61.2	23.1	7.7	7.7	0.0	4.39 (0.96)
k. Electric potential and field?	46.2	23.1	15.4	15.4	0.0	4.00 (1.16)
l. Resistance and Ohm's law?	61.5	23.1	7.7	7.7	0.0	4.39 (0.96)

* Response Key: 5 = Appropriate; 4 = Too easy, move to a lower grade level; 3 = Too difficult, move to a higher grade level; 2 = Too difficult, move to the secondary school; 1 = eliminate completely

Part II Section A part 2
Soical Studies Curriculum Content
(Teacher)

Item IIA2	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent were the long-term goals taken into consideration when setting the criteria for selecting and organizing the contents of the Preparatory School Social Studies curriculum?	16.9	52.1	25.4	2.8	2.8	3.78 (0.86)
2. To what extent are the number of weekly hours allocated for teaching Social Studies in the class schedule sufficient to achieve the desired goals of the Social Studies curriculum ?	18.8	33.3	28.5	11.1	8.3	3.43 (1.16)
3. To what extent does the Social Studies curriculum emphasize the historical issues of the Arab World in the grade level that you teacher?	31.9	49.3	16.7	1.4	0.7	4.10 (0.77)
4. To what extent does the Social Studies curriculum encourage the students to engage in extracurricular activities, such as clubs, contests, and exhibitions?	13.9	31.3	30.6	22.2	2.1	3.33 (1.04)
5. To what extent is there integration in the Preparatory School Social Studies curriculum in Grades 1 through 3?	21.0	42.7	25.2	9.8	1.4	3.72 (0.95)
6. To what extent is there continuity and integration of the Social Studies curriculum in the Primary, Preparatory, and Secondary levels?	16.6	47.6	27.6	6.9	1.4	3.71 (0.87)
7. To what extent is there integration of the Social Studies Curriculum and the other subjects' curricula:						
a. Social Studies and Islamic Education?	32.6	45.6	17.4	3.5	0.7	4.06 (0.84)
b. Social Studies and Arabic Language?	18.2	40.6	32.9	8.4	0.0	3.69 (0.87)
c. Social Studies and Science?	27.5	41.5	21.8	6.3	2.8	3.85 (0.99)
d. Social Studies and Mathematics?	5.0	21.4	37.1	25.7	10.7	2.84 (1.04)
e. Social Studies and English Language?	2.9	13.6	17.1	25.0	41.4	2.11 (1.18)
8. To what extent does the Social Studies curriculum help students to perceive that social studies adopts logical thinking building its body of knowledge?	20.3	38.5	32.2	6.3	2.8	3.67 (0.96)
9. To what extent do practical and field work constitute an integral part of the Social Studies curriculum in the Preparatory School in Oman?	27.6	35.9	23.4	8.3	4.8	3.73 (1.10)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
10. To what extent are teachers successfully utilizing audio-visual aids (i.e., maps, samples of rocks and soils, educational films, and video tapes) to achieve the goals of the Social Studies curriculum in the Preparatory Schools in Oman?	15.3	34.7	33.3	12.5	4.2	3.44 (1.03)
11. To what extent is the spiral curriculum design (i.e., the same concepts are presented in each grade level but at gradual degrees of difficulty and scope over the grades) successful:						
a. in broadening the area that the concept covers from one grade to the next grade that follows it in the hierarchy through the implementation of the concept by providing examples?	24.5	44.8	25.2	4.9	0.7	3.87 (0.86)
b. in increasing the depth of knowledge covered by the concept gradually with the rise in grade level?	24.3	51.4	20.1	4.2	0.0	3.96 (0.78)
12. To what extent does the Social Studies curriculum modify the social behavior of the students during the three years of the preparatory level to achieve the following objectives:						
a. cooperation?	24.5	49.6	22.3	2.2	1.4	3.94 (0.83)
b. feeling of belonging and loyalty?	54.3	34.3	10.0	1.4	0.0	4.41 (0.73)
c. patriotism?	60.8	30.8	7.0	0.7	0.7	4.50 (0.72)
d. exemplifying the behavior of the ideal person in society?	42.4	45.8	6.3	4.2	1.4	4.24 (0.85)
13. To what degree does the Omani Social studies curriculum encourage the students to develop attitudes and skills essential for critical thinking:						
a. suspending judgements?	9.2	47.2	38.7	4.2	0.7	3.60 (0.74)
b. testing the validity and precision of information?	14.8	50.0	26.8	8.5	0.0	3.71 (0.82)
c. evaluating the authenticity of sources of information?	11.3	37.3	35.9	13.4	2.1	3.42 (0.93)
d. using more than one source to gather information?	21.3	33.3	28.4	14.2	2.8	3.56 (1.07)
e. understanding the concept and practicing the methods of scientific thinking and research based on facts?	17.6	43.0	29.6	8.5	1.4	3.67 (0.91)
f. developing communication skills and practicing them with effectiveness?	17.5	35.7	35.7	9.1	2.1	3.57 (0.95)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
14. The what extent are the separate units of geography, history, and civic education of the Social Studies curriculum at the Preparatory Level acceptable within the framework of integration fostered by the curriculum?	23.2	50.7	20.4	4.9	0.7	3.91 (0.83)
15. To what extent is the content of the Social Studies curriculum at the preparatory level successful in helping the students to form the following concepts by developing research methods of social studies:						
a. understanding history and the meaning of events based on retrieval of past events?	28.0	52.4	16.1	3.5	0.0	4.05 (0.76)
b. understanding the historical and cultural role of Arabs and Muslims in enriching civilization?	40.3	42.4	12.5	3.5	1.4	4.17 (0.88)
c. perceiving the development and progress of the Arab World throughout history?	32.9	49.0	16.1	1.4	0.7	4.12 (0.77)
d. perceiving the longitudinal, historical development of some Arab nations, especially Oman?	46.5	36.1	12.5	2.8	2.1	4.22 (0.92)
e. developing an awareness of all kinds of dangers to which the Arab nation is exposed, especially the Zionist danger, and understanding the efforts to overcome this danger?	36.8	36.1	18.8	6.9	1.4	4.00 (0.98)
f. developing and interest in current events and understanding their significance?	23.2	34.5	27.5	10.6	4.2	3.62 (1.08)
g. perceiving time and spatial relations?	25.2	39.6	30.9	4.3	0.0	3.86 (0.85)
h. formation of the basic concepts in geography, economics and sociology?	25.4	45.1	26.8	2.1	0.7	3.92 (0.82)
i. comprehending the concepts of development and planning?	19.7	49.3	21.8	7.0	2.1	3.78 (0.92)
16. To what extent does the Social Studies curriculum at the preparatory level succeed in the domain of human interaction with the environment in achieving the following:						
a. helping the students to understand their roles beginning with the family and progressing to the world at large so that students understand the mutual intellectual, economic, and cultural interdependence of all human beings and nations?	32.6	39.6	25.7	1.4	0.7	4.02 (0.84)
b. reaching the students at the level of their mental ability?	24.6	36.6	28.9	5.6	4.2	3.72 (1.03)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
16. To what extent does the Social Studies curriculum at the preparatory level succeed in the domain of human interaction with the environment in achieving the following (con't):						
c. understanding the mutual relationship between the school and home and the school and the community?	25.2	44.8	19.6	8.4	2.1	3.83 (0.97)
d. understanding the interaction between man and his environment in Oman and other environments?	26.8	46.5	21.1	4.9	0.7	3.94 (0.86)
e. developing an appreciation of the role of Omanis throughout their history in making the best use of their natural resources and environment?	49.3	36.8	11.8	1.4	0.7	4.33 (0.79)
f. understanding the necessity of protecting the environment against depletion so that its ability to produce can be conserved for a long time?	43.7	39.4	15.5	0.7	0.7	4.25 (0.79)
g. perceiving and understanding the relationship existing among the various natural phenomena and their interpretations?	25.4	50.0	21.1	3.5	0.0	3.97 (0.78)
h. understanding and developing an awareness of the functions of different governmental institutions and agencies and their relation to their social functions?	32.4	42.8	20.0	4.0	0.0	4.03 (0.85)
17. To what extent does the Social Studies curriculum in the preparatory level succeed in helping students gain the mental and manipulative skills to achieve the following:						
a. read geographical maps and extract information from them?	28.5	38.2	26.4	6.3	0.7	3.88 (0.92)
b. read historical maps and extract information from them?	20.6	41.8	27.7	9.2	0.7	3.72 (0.92)
c. identify the four directions (East, West, North, South), scales, time contours, and the symbols used to represent them on maps in accordance with the students' mental development?	16.1	44.1	26.6	10.5	2.8	3.60 (0.97)
d. comprehend the given information in whatever form or shape?	13.7	44.6	34.5	6.5	0.7	3.64 (0.83)
e. comprehend the statistical data in its different forms?	19.6	39.1	31.2	8.7	1.4	3.67 (0.94)
f. comprehend graphical representations of statistics using the various graphical data?	21.0	39.1	28.3	10.1	1.4	3.68 (0.97)
g. utilize the statistical data in its different forms?	18.8	39.1	24.6	13.0	4.3	3.55 (1.07)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Responses* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
17. To what extent does the Social Studies curriculum in the preparatory level succeed in helping students gain the mental and manipulative skills to achieve the following (con't):						
h. utilize the graphic data in its different forms?	16.7	41.7	27.8	13.2	0.7	3.60 (0.94)
i. acquire the skill in reading the given information on maps and globes and understand this information?	15.2	47.6	26.9	9.7	0.7	3.67 (0.87)
j. identify, analyze, and interpret geographical and astronomical locations on maps and globes and then analyze, interpret, and rationalize their distribution on maps and globes according to the intellectual ability of the student?	16.0	41.7	31.3	10.4	0.7	3.62 (0.90)
k. acquire skills in surveying social phenomena and the ability to make judgements of social issues?	9.4	42.8	37.7	10.1	0.0	3.51 (0.80)
l. implement the attitudes related to to the above objectives?	17.3	37.4	36.0	7.9	1.4	3.61 (0.91)
18. To what extent does the history component of the Social Studies curriculum succeed in presenting the participation of the ancient nations that inhabited the Arab World in formulating human civilization?	40.3	45.3	11.5	0.7	2.2	4.21 (0.84)
19. To what extent does the history component of the second grade of the preparatory level succeed in helping the students to understand the various stages of development of Islamic history, especially in the era of the formation of the Islamic state during the first decade of Islam?	48.9	41.7	8.6	0.0	0.7	4.38 (0.71)
20. To what extent does the history component of the Social Studies curriculum succeed in presenting the role of Islam in uniting the Arabs and strengthening them?	49.3	36.2	13.0	0.7	0.7	4.33 (0.79)
21. To what extent does the history component of the Social Studies curriculum succeed in presenting the historical roots of Arab Unity?	40.0	42.1	16.4	0.7	0.7	4.20 (0.79)
22. To what extent does the history component of the third grade Social Studies curriculum succeed in achieving the following:						
a. follow up of the condition of the Arab world from the sixteenth century to the present?	43.4	42.7	11.9	1.4	0.7	4.27 (0.78)
b. follow up of the various colonial conquerors and the attempt to relocate the Zionists?	39.6	45.1	11.1	2.1	2.1	4.18 (0.87)
c. rekindle the Arabic movement and prevent the penetration of colonialism?	42.7	42.0	11.2	2.1	2.1	4.21 (0.88)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
23. To what extent does the civics education component of the Social Studies curriculum for the first grade preparatory level effectively achieve the following:						
a. crystalizing the foundations of the historical, geographical, and cultural aspects of Omani society?	54.2	34.7	7.6	1.4	2.1	4.38 (0.85)
b. identifying Oman's natural resources?	53.8	37.1	9.1	0.0	0.0	4.45 (0.66)
c. explaining Oman's modern government institutions, and agencies?	53.5	35.9	7.7	2.1	0.7	4.39 (0.78)
24. To what extent does the civics education component of the Social Studies curriculum for the second grade preparatory level effectively achieve the following:						
a. emphasizing the importance of the family as the foundation of the Islamic Arabic society in Oman?	55.2	37.1	6.3	0.7	0.7	4.46 (0.71)
b. acknowledging the important achievements of Oman in education, youth, security, defense, health care and social welfare, communications, information, housing, construction, electricity, water, national and cultural heritage, and religious and economic affairs?	66.2	25.5	4.8	1.4	2.1	4.52 (0.83)
c. acknowledging Omani achievements on the Arabic, Islamic, and international levels?	53.8	37.8	4.9	2.1	1.4	4.41 (0.80)
25. To what extent does the civics education component of the Social Studies curriculum for the third grade preparatory level effectively achieve the following:						
a. emphasizing the importance of the Arabic region?	47.1	42.1	6.4	1.4	2.9	4.29 (0.88)
b. emphasizing the importance of the geographic location of the Sultanate?	56.4	37.1	4.3	0.7	1.4	4.46 (0.74)
c. emphasizing the importance of Arabic unity?	47.5	41.8	7.8	0.7	2.1	4.32 (0.82)
d. emphasizing the principles and organization of the Arab league?	51.1	41.1	5.7	0.7	1.4	4.40 (0.76)
e. emphasizing the principles and organization of the United Nations and its specialized agencies?	51.8	36.2	9.2	2.8	0.0	4.37 (0.77)
f. emphasizing the principles and organization of the non-aligned countries?	44.7	38.3	14.2	1.4	1.4	4.23 (0.85)
g. emphasizing the principles and organization of the International Islamic league and the organization's support in fighting injustices throughout the Islamic countries?	40.3	37.4	18.0	2.2	2.2	4.12 (0.93)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
26. To what extent does the geography component of the Social Studies curriculum for the first grade preparatory level effectively present the following:						
a. outlining the earth's relationship within the solar system?	33.1	45.8	15.5	4.2	1.4	4.05 (0.89)
b. identifying the earth's specific land mass within the solar system and universe?	40.1	35.2	21.1	2.8	0.7	4.11 (0.88)
c. appreciating the efficiency of the Universe as a system and to appreciate the natural beauty that reflects the greatness of the Almighty God?	52.1	31.7	9.9	4.2	2.1	4.28 (0.95)
d. identifying specific geographic locations using longitude and latitude?	34.3	37.1	22.4	2.1	4.2	3.95 (1.02)
e. emphasizing the importance of space travel in understanding the earth's geography?	25.5	45.4	20.6	6.4	2.1	3.86 (0.95)
f. identifying the subsystems of the universe and of the earth and its distribution of bodies of land and water?	40.3	47.2	11.8	0.7	0.0	4.27 (0.69)
g. understanding the economic and strategic importance of seas, oceans, national waters and international straits?	44.4	44.4	9.0	1.4	0.7	4.31 (0.75)
h. identifying the problems of water and air pollution?	50.0	34.7	11.8	2.8	0.7	4.31 (0.84)
i. identifying the geographical distribution of mountains and plains?	35.7	46.4	17.1	0.7	0.0	4.17 (0.73)
j. indicating the process of formation of the major mountain ranges of the world?	25.5	50.4	21.3	1.4	1.4	3.97 (0.81)
k. indicating the economic importance of valleys for agricultural production, communications, and population density?	35.7	42.9	20.0	0.7	0.7	4.12 (0.80)
l. recognizing the importance of the Arab World and its various nations, land masses, density of populations and their needs, natural land formations, and the significance of its geographical unification?	38.4	44.9	15.9	0.7	0.0	4.21 (0.73)
27. To what extent does the geography component of the Social Studies curriculum for the second grade preparatory level effectively present the following:						
a. distinguishing the difference between the concepts of weather and climate?	42.1	39.3	14.3	3.6	0.7	4.19 (0.86)
b. measuring changes in the climate and understanding the climate's effect on daily life?	40.6	40.6	17.4	1.4	0.0	4.20 (0.78)
c. identifying the formation of minerals, rocks, and soil?	37.5	43.8	16.0	2.8	0.0	4.16 (0.79)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
27. To what extent does the geography component of the Social Studies curriculum for the second grade preparatory level effectively present the following (con't):						
d. utilizing the school atlas as a source of information to identify the major rivers on the continents and the important valleys in Oman?	36.6	43.7	17.6	1.4	0.7	4.14 (0.80)
e. identifying the elements of climatic changes that affect the Arab World and Oman, in particular, and concluding the effective factors in general?	28.0	58.0	12.6	0.7	0.7	4.12 (0.70)
f. identifying the location of major rock and soil formations and major rivers in the Arab World?	33.8	48.6	13.4	3.5	0.7	4.11 (0.82)
28. To what extent does the geography component of the Social Studies curriculum for the third grade preparatory level effectively present the following:						
a. identifying the world population infrastructure, its size, distribution, and the elements that affect them and their implication on the world's population, the Arab nation's population, and Oman's population, in particular?	41.0	44.6	13.7	0.7	0.0	4.26 (0.72)
b. understanding basic economic concepts and their affect on planning and development?	39.1	46.4	12.3	1.4	0.7	4.22 (0.77)
c. identifying specific economic concepts and terms such as production, commerce, consumption, capital, labor, income, and standard of living?	46.6	39.1	12.8	0.0	1.5	4.29 (0.81)
d. outlining the development of agriculture, the general specifics involved and the effects that agricultural problems have on the Arab World and Oman, specifically?	50.7	33.1	14.0	2.2	0.0	4.32 (0.80)
e. identifying agricultural production and animal husbandry in the Arab World and Oman?	44.0	38.8	17.2	0.0	0.0	4.27 (0.74)
f. identifying the societal, cultural, Bedowin concepts and understanding the difference between changes and societal progress?	31.4	40.9	22.6	5.1	0.0	3.99 (0.87)
g. understanding the major features of the Arab society, its ways of life, the arts, and customs in general, and in Oman in particular?	20.1	47.8	20.9	8.2	3.0	3.74 (0.97)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Part II Section A part 2
Soical Studies Curriculum Content
(Supervisor)

Item IIA2	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent were the long-term goals taken into consideration when setting the criteria for selecting and organizing the contents of the Preparatory School Social Studies curriculum?	35.7	50.0	14.3	0.0	0.0	4.21 (0.70)
2. To what extent are the number of weekly hours allocated for teaching Social Studies in the class schedule sufficient to achieve the desired goals of the Social Studies curriculum ?	23.1	46.2	15.4	7.7	7.7	3.69 (1.18)
3. To what extent does the Social Studies curriculum emphasize the historical issues of the Arab World in the grade level that you teacher?	33.3	58.3	8.3	0.0	0.0	4.25 (0.62)
4. To what extent does the Social Studies curriculum encourage the students to engage in extracurricular activities, such as clubs, contests, and exhibitions?	14.3	21.4	42.9	14.3	7.1	3.21 (1.12)
5. To what extent is there integration in the Preparatory School Social Studies curriculum in Grades 1 through 3?	50.0	21.4	14.3	14.3	0.0	4.07 (1.14)
6. To what extent is there continuity and integration of the Social Studies curriculum in the Primary, Preparatory, and Secondary levels?	35.7	35.7	28.6	0.0	0.0	4.07 (0.83)
7. To what extent is there integration of the Social Studies Curriculum and the other subjects' curricula:						
a. Social Studies and Islamic Education?	28.6	57.1	14.3	0.0	0.0	4.14 (0.66)
b. Social Studies and Arabic Language?	14.3	42.9	21.4	14.3	7.1	3.43 (1.16)
c. Social Studies and Science?	21.4	28.6	50.0	0.0	0.0	3.71 (0.83)
d. Social Studies and Mathematics?	14.3	0.0	42.9	21.4	21.4	2.64 (1.28)
e. Social Studies and English Language?	7.1	7.1	0.0	7.1	78.6	1.57 (1.28)
8. To what extent does the Social Studies curriculum help students to perceive that social studies adopts logical thinking building its body of Knowledge?	23.1	46.2	23.1	7.7	0.0	3.85 (0.90)
9. To what extent do practical and field work constitute an integral part of the Social Studies curriculum in the Preparatory School in Oman?	15.4	30.8	30.8	7.7	15.4	3.23 (1.30)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
10. To what extent are teachers successfully utilizing audio-visual aids (i.e., maps, samples of rocks and soils, educational films, and video tapes) to achieve the goals of the Social Studies curriculum in the Preparatory Schools in Oman?	8.3	25.0	58.3	8.3	0.0	3.33 (0.78)
11. To what extent is the spiral curriculum design (i.e., the same concepts are presented in each grade level but at gradual degrees of difficulty and scope over the grades) successful:						
a. in broadening the area that the concept covers from one grade to the next grade that follows it in the hierarchy through the implementation of the concept by providing examples?	15.4	46.2	38.5	0.0	0.0	3.77 (0.73)
b. in increasing the depth of knowledge covered by the concept gradually with the rise in grade level?	15.4	53.8	30.8	0.0	0.0	3.85 (0.69)
12. To what extent does the Social Studies curriculum modify the social behavior of the students during the three years of the preparatory level to achieve the following objectives:						
a. cooperation?	7.7	46.2	23.1	23.1	0.0	3.39 (0.96)
b. feeling of belonging and loyalty?	64.3	28.6	7.1	0.0	0.0	4.57 (0.65)
c. patriotism?	64.3	21.4	14.3	0.0	0.0	4.50 (0.76)
d. exemplifying the behavior of the ideal person in society?	30.8	46.2	23.1	0.0	0.0	4.08 (0.76)
13. To what degree does the Omani Social studies curriculum encourage the students to develop attitudes and skills essential for critical thinking:						
a. suspending judgements?	14.3	21.4	57.1	7.1	0.0	3.43 (0.85)
b. testing the validity and precision of information?	7.7	15.4	61.5	7.7	7.7	3.08 (0.95)
c. evaluating the authenticity of sources of information?	9.1	9.1	36.4	36.4	9.1	2.73 (1.10)
d. using more than one source to gather information?	7.1	28.6	28.6	21.4	14.3	2.93 (1.21)
e. understanding the concept and practicing the methods of scientific thinking and research based on facts?	7.1	28.6	35.7	28.6	0.0	3.14 (0.95)
f. developing communication skills and practicing them with effectiveness?	7.1	28.6	50.0	14.3	0.0	3.29 (0.83)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
14. The what extent are the separate units of geography, history, and civic education of the Social Studies curriculum at the Preparatory Level acceptable within the framework of integration fostered by the curriculum?	23.1	61.5	7.7	0.0	7.7	3.92 (1.04)
15. To what extent is the content of the Social Studies curriculum at the preparatory level successful in helping the students to form the following concepts by developing research methods of social studies:						
a. understanding history and the meaning of events based on retrieval of past events?	25.0	50.0	16.7	0.0	8.3	3.83 (1.12)
b. understanding the historical and cultural role of Arabs and Muslims in enriching civilization?	46.2	46.2	7.7	0.0	0.0	4.39 (0.65)
c. perceiving the development and progress of the Arab World throughout history?	30.8	53.8	15.4	0.0	0.0	4.15 (0.69)
d. perceiving the longitudinal, historical development of some Arab nations, especially Oman?	53.8	38.5	7.7	0.0	0.0	4.46 (0.66)
e. developing an awareness of all kinds of dangers to which the Arab nation is exposed, especially the Zionist danger, and understanding the efforts to overcome this danger?	30.8	30.8	23.1	7.7	7.7	3.69 (1.25)
f. developing and interest in current events and understanding their significance?	21.4	14.3	50.0	7.1	7.1	3.36 (1.15)
g. perceiving time and spatial relations?	23.1	15.4	53.8	0.0	7.7	3.46 (1.13)
h. formation of the basic concepts in geography, economics and sociology?	21.4	50.0	21.4	0.0	7.1	3.79 (1.05)
i. comprehending the concepts of development and planning?	21.4	42.9	35.7	0.0	0.0	3.86 (0.77)
16. To what extent does the Social Studies curriculum at the preparatory level succeed in the domain of human interaction with the environment in achieving the following:						
a. helping the students to understand their roles beginning with the family and progressing to the world at large so that students understand the mutual intellectual, economic, and cultural interdependence of all human beings and nations?	30.8	53.8	7.7	7.7	0.0	4.08 (0.86)
b. reaching the students at the level of their mental ability?	23.1	30.8	30.8	15.4	0.0	3.62 (1.04)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
16. To what extent does the Social Studies curriculum at the preparatory level succeed in the domain of human interaction with the environment in achieving the following (con't):						
c. understanding the mutual relationship between the school and home and the school and the community?	21.4	28.6	42.9	7.1	0.0	3.64 (0.93)
d. understanding the interaction between man and his environment in Oman and other environments?	21.4	35.7	42.9	0.0	0.0	3.79 (0.80)
e. developing an appreciation of the role of Omanis throughout their history in making the best use of their natural resources and environment?	38.5	53.8	7.7	0.0	0.0	4.31 (0.63)
f. understanding the necessity of protecting the environment against depletion so that its ability to produce can be conserved for a long time?	28.6	64.3	7.1	0.0	0.0	4.21 (0.58)
g. perceiving and understanding the relationship existing among the various natural phenomena and their interpretations?	21.4	42.9	35.7	0.0	0.0	3.86 (0.77)
h. understanding and developing an awareness of the functions of different governmental institutions and agencies and their relation to their social functions?	35.7	57.1	7.1	0.0	0.0	4.29 (0.61)
17. To what extent does the Social Studies curriculum in the preparatory level succeed in helping students gain the mental and manipulative skills to achieve the following:						
a. read geographical maps and extract information from them?	15.4	46.2	23.1	7.7	7.7	3.54 (1.13)
b. read historical maps and extract information from them?	0.0	41.7	41.7	8.3	8.3	3.17 (0.94)
c. identify the four directions (East, West, North, South), scales, time contours, and the symbols used to represent them on maps in accordance with the students' mental development?	16.7	41.7	33.3	8.3	0.0	3.67 (0.89)
d. comprehend the given information in whatever form or shape?	8.3	58.3	16.7	16.7	0.0	3.58 (0.90)
e. comprehend the statistical data in its different forms?	7.7	38.5	38.5	15.4	0.0	3.39 (0.87)
f. comprehend graphical representations of statistics using the various graphical data?	7.7	46.2	30.8	15.4	0.0	3.46 (0.88)
g. utilize the statistical data in its different forms?	7.1	35.7	42.9	14.3	0.0	3.36 (0.84)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
17. To what extent does the Social Studies curriculum in the preparatory level succeed in helping students gain the mental and manipulative skills to achieve the following (con't):						
h. utilize the graphic data in its different forms?	7.1	50.0	28.6	14.3	0.0	3.50 (0.86)
i. acquire the skill in reading the given information on maps and globes and understand this information?	7.7	53.8	30.8	7.7	0.0	3.62 (0.77)
j. identify, analyze, and interpret geographical and astronomical locations on maps and globes and then analyze, interpret, and rationalize their distribution on maps and globes according to the intellectual ability of the student?	21.4	35.7	35.7	7.1	0.0	3.71 (0.91)
k. acquire skills in surveying social phenomena and the ability to make judgements of social issues?	21.4	28.6	21.4	21.4	7.1	3.36 (1.28)
l. implement the attitudes related to to the above objectives?	14.3	28.6	28.6	28.6	0.0	3.29 (1.07)
18. To what extent does the history component of the Social Studies curriculum succeed in presenting the participation of the ancient nations that inhabited the Arab World in formulating human civilization?	45.5	54.5	0.0	0.0	0.0	4.46 (0.52)
19. To what extent does the history component of the second grade of the preparatory level succeed in helping the students to understand the various stages of development of Islamic history, especially in the era of the formation of the Islamic state during the first decade of Islam?	41.7	41.7	0.0	16.7	0.0	4.08 (1.08)
20. To what extent does the history component of the Social Studies curriculum succeed in presenting the role of Islam in uniting the Arabs and strengthening them?	25.0	58.3	16.7	0.0	0.0	4.08 (0.67)
21. To what extent does the history component of the Social Studies curriculum succeed in presenting the historical roots of Arab Unity?	16.7	50.0	25.0	8.3	0.0	3.75 (0.87)
22. To what extent does the history component of the third grade Social Studies curriculum succeed in achieving the following:						
a. follow up of the condition of the Arab world from the sixteenth century to the present?	33.3	66.7	0.0	0.0	0.0	4.33 (0.49)
b. follow up of the various colonial conquerors and the attempt to relocate the Zionists?	33.3	50.0	8.3	8.3	0.0	4.08 (0.90)
c. rekindle the Arabic movement and prevent the penetration of colonialism?	50.0	33.3	16.7	0.0	0.0	4.33 (0.78)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
23. To what extent does the civics education component of the Social Studies curriculum for the first grade preparatory level effectively achieve the following:						
a. crystalizing the foundations of the historical, geographical, and cultural aspects of Omani society?	46.2	38.5	15.4	0.0	0.0	4.31 (0.75)
b. identifying Oman's natural resources?	61.5	38.5	0.0	0.0	0.0	4.62 (0.51)
c. explaining Oman's modern government institutions, and agencies?	69.2	30.8	0.0	0.0	0.0	4.69 (0.48)
24. To what extent does the civics education component of the Social Studies curriculum for the second grade preparatory level effectively achieve the following:						
a. emphasizing the importance of the family as the foundation of the Islamic Arabic society in Oman?	61.5	30.8	7.7	0.0	0.0	4.54 (0.66)
b. acknowledging the important achievements of Oman in education, youth, security, defense, health care and social welfare, communications, information, housing, construction, electricity, water, national and cultural heritage, and religious and economic affairs?	61.5	38.5	0.0	0.0	0.0	4.62 (0.51)
c. acknowledging Omani achievements on the Arabic, Islamic, and international levels?	76.9	15.4	7.7	0.0	0.0	4.69 (0.63)
25. To what extent does the civics education component of the Social Studies curriculum for the third grade preparatory level effectively achieve the following:						
a. emphasizing the importance of the Arabic region?	61.5	38.5	0.0	0.0	0.0	4.62 (0.51)
b. emphasizing the importance of the geographic location of the Sultanate?	84.6	15.4	0.0	0.0	0.0	4.85 (0.38)
c. emphasizing the importance of Arabic unity?	38.5	53.8	7.7	0.0	0.0	4.31 (0.63)
d. emphasizing the principles and organization of the Arab league?	38.5	46.2	15.4	0.0	0.0	4.23 (0.73)
e. emphasizing the principles and organization of the United Nations and its specialized agencies?	38.5	46.2	15.4	0.0	0.0	4.23 (0.73)
f. emphasizing the principles and organization of the non-aligned countries?	15.4	53.8	30.8	0.0	0.0	3.85 (0.69)
g. emphasizing the principles and organization of the International Islamic league and the organization's support in fighting injustices throughout the Islamic countries?	30.8	30.8	23.1	15.4	0.0	3.77 (1.09)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't

	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
26. To what extent does the geography component of the Social Studies curriculum for the first grade preparatory level effectively present the following:						
a. outlining the earth's relationship within the solar system?	28.6	50.0	21.4	0.0	0.0	4.07 (0.73)
b. identifying the earth's specific land mass within the solar system and universe?	28.6	28.6	35.7	0.0	7.1	3.71 (1.14)
c. appreciating the efficiency of the Universe as a system and to appreciate the natural beauty that reflects the greatness of the Almighty God?	50.0	50.0	0.0	0.0	0.0	4.50 (0.52)
d. identifying specific geographic locations using longitude and latitude?	28.6	21.4	42.9	7.1	0.0	3.71 (0.99)
e. emphasizing the importance of space travel in understanding the earth's geography?	21.4	35.7	28.6	14.3	0.0	3.64 (1.01)
f. identifying the subsystems of the universe and of the earth and its distribution of bodies of land and water?	28.6	35.7	21.4	14.3	0.0	3.79 (1.05)
g. understanding the economic and strategic importance of seas, oceans, national waters and international straits?	35.7	42.9	14.3	7.1	0.0	4.07 (0.92)
h. identifying the problems of water and air pollution?	28.6	64.3	7.1	0.0	0.0	4.21 (0.58)
i. identifying the geographical distribution of mountains and plains?	21.4	42.9	21.4	7.1	7.1	3.64 (1.15)
j. indicating the process of formation of the major mountain ranges of the world?	14.3	42.9	21.4	14.3	7.1	3.43 (1.16)
k. indicating the economic importance of valleys for agricultural production, communications, and population density?	21.4	42.9	28.6	7.1	0.0	3.79 (0.89)
l. recognizing the importance of the Arab World and its various nations, land masses, density of populations and their needs, natural land formations, and the significance of its geographical unification?	35.7	42.9	14.3	7.1	0.0	4.07 (0.92)
27. To what extent does the geography component of the Social Studies curriculum for the second grade preparatory level effectively present the following:						
a. distinguishing the difference between the concepts of weather and climate?	42.9	42.9	7.1	7.1	0.0	4.21 (0.89)
b. measuring changes in the climate and understanding the climate's effect on daily life?	35.7	42.9	14.3	7.1	0.0	4.07 (0.92)
c. identifying the formation of minerals, rocks, and soil?	35.7	28.6	35.7	0.0	0.0	4.00 (0.88)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
27. To what extent does the geography component of the Social Studies curriculum for the second grade preparatory level effectively present the following (con't):						
d. utilizing the school atlas as a source of information to identify the major rivers on the continents and the important valleys in Oman?	23.1	53.8	15.4	7.7	0.0	3.92 (0.86)
e. identifying the elements of climatic changes that affect the Arab World and Oman, in particular, and concluding the effective factors in general?	35.7	35.7	21.4	0.0	7.1	3.93 (1.14)
f. identifying the location of major rock and soil formations and major rivers in the Arab World?	42.9	28.6	21.4	0.0	7.1	4.00 (1.18)
28. To what extent does the geography component of the Social Studies curriculum for the third grade preparatory level effectively present the following:						
a. identifying the world population infrastructure, its size, distribution, and the elements that affect them and their implication on the world's population, the Arab nation's population, and Oman's population, in particular?	21.4	57.1	14.3	0.0	7.1	3.86 (1.03)
b. understanding basic economic concepts and their affect on planning and development?	21.4	57.1	14.3	7.1	0.0	3.93 (0.83)
c. identifying specific economic concepts and terms such as production, commerce, consumption, capital, labor, income, and standard of living?	14.3	50.0	21.4	7.1	7.1	3.57 (1.09)
d. outlining the development of agriculture, the general specifics involved and the effects that agricultural problems have on the Arab World and Oman, specifically?	14.3	42.9	28.6	14.3	0.0	3.57 (0.94)
e. identifying agricultural production and animal husbandry in the Arab World and Oman?	28.6	42.9	14.3	14.3	0.0	3.86 (1.03)
f. identifying the societal, cultural, Bedowin concepts and understanding the difference between changes and societal progress?	14.3	50.0	28.6	7.1	0.0	3.71 (0.83)
g. understanding the major features of the Arab society, its ways of life, the arts, and customs in general, and in Oman in particular?	21.4	28.6	21.4	7.1	21.4	3.21 (1.48)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Part II Section A part 2
English Language Curriculum Content
(Teacher)

Item IIA2	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent were long-term goals taken into consideration when setting the criteria for selecting and organizing the contents of the English Language Curriculum?	18.4	59.4	15.8	1.9	4.4	3.85 (0.90)
2. To what extent do you consider the number of periods available for teaching the curriculum in the classes you teach sufficient for realizing the desired goals of the English Language Curriculum?	18.5	50.0	21.0	7.4	3.1	3.74 (0.95)
3. To what extent does the content of the English Language Curriculum you teach reflect an Omani cultural orientation?	9.3	55.9	30.4	3.1	1.2	3.69 (0.74)
4. To what degree does the English Language Curriculum of the classes you teach encourage the students to engage in extracurricular activities, i.e., clubs and contests?	5.5	23.9	41.7	22.7	6.1	3.00 (0.97)
5. To what extent is there integration between the English Language Curriculum in the Elementary, Preparatory, and Secondary School levels?	29.2	50.3	15.5	4.3	0.6	4.03 (0.83)
6. To what extent is there integration between English Language Curriculum ad the other subjects' curricula:						
a. English Language and Arabic Language?	6.4	19.7	28.7	24.8	20.4	2.67 (1.19)
b. English Language and Science?	5.1	22.9	41.4	19.1	11.5	2.91 (1.04)
c. English Language and Social Studies?	4.5	32.9	36.8	18.1	7.7	3.08 (1.00)
d. English Language and Mathematics?	2.6	14.7	34.6	26.9	21.2	2.51 (1.06)
e. English Language and Islamic Education?	2.6	8.3	17.3	26.3	45.5	1.96 (1.10)
7. To what extent does the English Language Curriculum strive to:						
a. increase the student's knowledge of the world?	10.7	40.9	34.0	13.2	1.3	3.47 (0.90)
b. provide the student with a foundation of skills that enable him/her to communicate orally and in writing with native and non-native speakers of English both in Oman and abroad?	23.3	45.3	28.9	1.9	0.6	3.89 (0.80)
c. enable the student to use language creatively and appropriately in various formal and informal situations and contexts?	19.9	37.9	30.4	10.6	1.2	3.65 (0.96)
d. motivate the student to read on his own additional English language books, magazines, and newspapers not formally taught in school?	14.9	29.8	31.1	15.5	8.7	3.27 (1.16)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
8. To what degree does the English Language Curriculum provide topics, drills, and exercises that promote students' mastery of the following basic language skills:						
a. listening?	36.2	53.7	7.5	1.9	0.6	4.23 (0.72)
b. speaking?	28.6	49.7	16.1	5.0	0.6	4.01 (0.84)
c. reading?	24.2	36.0	31.1	6.2	2.5	3.73 (0.98)
d. writing?	20.6	46.2	20.6	11.2	1.2	3.74 (0.96)
e. comprehension?	29.4	45.0	19.4	5.0	1.2	3.96 (0.90)
9. To what extent does the English Language Curriculum emphasize:						
a. silent reading with comprehension?	37.3	49.7	10.6	1.2	1.2	4.21 (0.78)
b. reading aloud with perfect articulation and fluency?	5.6	9.3	38.9	27.2	19.1	2.55 (1.08)
10. To what extent does the content of the English Language Curriculum place an emphasis on students' speaking English correctly and fluently?	13.6	54.9	24.7	4.9	1.9	3.74 (0.83)
11. The components of the Omani English Language Course included several books: a colorful Pupil's Book which a student could not write in nor keep at the end of the year, as well as a Workbook and a copybook which the student could write in and keep. To what extent would a single book approach in which each student got to keep his book at the end of the year have been more beneficial to the students with respect to motivation, retention, and review of material taught in previous years?	19.9	46.0	16.1	12.4	5.6	3.62 (1.11)
12. Each of the Preparatory Level Workbooks included an English glossary with an Arabic translation, but no guidance in the pronunciation of English words. To what extent were these glossaries useful to the student?	21.6	52.5	23.5	2.5	0.0	3.93 (0.74)
13. To what extent would it have been more useful to provide each student with an English-Arabic/Arabic-English dictionary that would also have a pronunciation guide for English words?	25.5	37.9	23.0	9.3	4.3	3.71 (1.08)
14. To what extent were the glossary games provided in the Workbook useful and motivating?	23.1	44.4	26.2	5.6	0.6	3.84 (0.87)
15. To what extent was translation utilized in implementing the goals of the English Language Curriculum?	5.0	21.2	36.9	23.7	13.1	2.81 (1.07)
16. In implementing the goals of the English Language Curriculum, to what degree did the teacher utilize his appropriate pronunciation?	41.0	47.9	9.8	1.2	0.0	4.29 (0.69)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
17. To what extent were the spelling lists provided in the Pupil's Book useful?	24.1	44.4	20.4	7.4	3.7	3.78 (1.02)
18. To what degree was the new vocabulary utilized in the Preparatory level:						
a. quantitatively sufficient for attaining the goals of the English Language Curriculum?	24.4	55.0	18.1	2.5	0.0	4.01 (0.73)
b. too difficult for the student's cultural and cognitive level?	6.2	12.4	44.7	23.6	13.0	2.75 (1.04)
19. To what extent did you find the Teacher's Book useful as a teacher's guide for planning, and presenting the course material?	49.4	41.4	6.8	0.6	1.9	4.36 (0.79)
20. To what extent were the course material (Class Cassettes) useful to teachers and students in:						
a. providing good pronunciation models?	57.1	33.1	6.1	1.8	1.8	4.42 (0.84)
b. promoting and practicing listening comprehension?	43.6	41.1	11.7	2.5	1.2	4.23 (0.84)
c. presenting difficulty material such as dialogues and songs?	51.2	33.1	12.5	1.9	1.2	4.31 (0.86)
21. To what extent did the Class Cassettes introduce the students to:						
a. British pronunciation only?	53.8	34.8	5.1	2.5	3.8	4.32 (0.97)
b. American pronunciation only?	3.4	5.4	22.3	16.2	52.7	1.91 (1.13)
c. both American and British pronunciation?	6.8	19.7	21.8	18.4	33.3	2.48 (1.32)
22. To what degree were the students encouraged to borrow or make their own copies of the Class Cassettes so that they could practice on their own at home?	4.4	13.1	27.5	17.5	37.5	2.29 (1.22)
23. To what extent were films and videos used in achieving the goals of the English Language Curriculum?	5.2	9.0	11.0	10.3	64.5	1.80 (1.25)
24. To what degree were the Study Texts useful in:						
a. improving the student's silent reading speed and comprehension?	22.7	52.8	20.2	2.5	1.8	3.92 (0.83)
b. providing contextual examples of new structural and functional language?	18.5	51.2	24.7	4.3	1.2	3.82 (0.83)
c. increasing the student's vocabulary?	25.2	54.0	14.1	4.9	1.8	3.96 (0.87)
d. offering material or listening and discussion as well as controlled oral and written work?	23.6	47.8	22.4	6.2	0.0	3.89 (0.84)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
25. To what degree were the Reading for information Texts useful in:						
a. simulating articles and stories from newspapers or magazines?	10.5	48.8	31.5	4.9	4.3	3.56 (0.91)
b. encouraging student's rapid silent reading of quite difficult texts for extracting the main points and factual information?	21.7	48.4	18.0	10.6	1.2	3.79 (0.95)
26. To what degree were the Dialogue Texts useful in improving the students'' comprehension of spoken English Language Curriculum?	19.4	60.6	16.2	3.1	0.6	3.95 (0.73)
27. To what extend did the content of the English Language Curriculum succeed in implementing its structural aims as follows:						
a. revising the tenses, verbs, adverbs, and propositions?	17.9	48.8	21.6	6.8	4.9	3.68 (1.01)
b. the use of imperative verbs; asking and answering present and past tense questions using inversion and question words?	23.1	46.2	20.0	6.3	4.4	3.78 (1.02)
c. recognizing and giving clock times?	25.6	45.6	22.5	5.6	0.6	3.90 (0.87)
d. giving directions or instructions in sequence?	14.8	52.5	22.8	8.6	1.2	3.71 (0.87)
28. To what degree did the content of the English Language Curriculum succeed in realizing its following functional aims:						
a. making the student familiar with language that will enable him/her to give simple sequenced instruction, and directions; to make and accept invitations?	18.6	48.1	25.0	5.8	2.6	3.74 (0.92)
b. relate past events?	12.2	43.6	35.3	5.8	3.2	3.56 (0.90)
c. express greetings and congratulations?	32.1	43.6	19.2	3.8	1.2	4.01 (0.89)
d. describe people's physical and facial characteristics; etc.?	28.0	45.2	20.4	5.7	0.6	3.94 (0.88)
29. To what extent did the English Language Curriculum enable the students to master the following skills:						
a. using his/her language skills in situations likely to occur in Oman - with particular attention to appropriate register?	10.5	40.8	32.9	11.2	4.6	3.41 (0.98)
b. following and giving oral instructions and directions?	13.3	53.3	27.3	6.0	0.0	3.74 (0.76)
c. following and understanding a conversation or discussion on everyday topics?	14.3	41.6	33.8	8.4	1.9	3.58 (0.91)
d. taking part in a conversation, interview, and discussion?	12.8	35.9	39.1	10.3	1.9	3.47 (0.91)
e. orally requesting precise information or a service?	12.7	34.4	41.4	10.8	0.6	3.48 (0.87)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
29. To what extent did the English Language Curriculum enable the students to master the following skills: (con't)						
f. describing for someone an object, place, or event both orally and in writing?	12.2	35.3	41.7	10.9	0.0	3.49 (0.85)
g. reporting an incident or discussion orally and in writing?	7.6	32.9	45.6	10.1	3.8	3.30 (0.89)
h. explaining a process or a procedure orally and in writing?	6.4	30.1	39.1	19.9	4.5	3.14 (0.96)
i. giving a short public address welcoming a visitor, introducing a speaker, or expressing gratitude?	5.7	29.7	37.3	19.6	7.6	3.06 (1.01)
j. taking notes in English or Arabic on what has been heard or read?	3.8	23.1	35.9	23.7	13.5	2.80 (1.06)
k. providing an oral or written summary of what has been heard or read?	6.4	26.3	38.5	20.5	8.3	3.02 (1.03)
l. developing silent reading skills for study purposes, making use of reference books, and retrieving information from table of contents and indexes?	11.5	36.3	33.8	10.2	8.3	3.33 (1.08)
m. scanning a text for specific information?	13.7	37.3	36.6	6.5	5.9	3.46 (1.01)
n. recognizing and understanding the development of an argument or idea in what is read - distinguishing the main ideas from supporting instances and examples?	7.1	30.1	46.2	12.8	3.8	3.24 (0.90)
o. translating letters, notes, reports, and memoranda from and into English?	3.8	16.7	30.8	19.2	29.5	2.46 (1.19)
p. writing formal and informal letters?	6.5	19.4	30.3	23.2	20.6	2.68 (1.19)
30. To what extent did the curriculum content cover specialized vocabulary and topics from a multitude of language domains so as to prepare the students for eventual university study where the language of instruction in the majority of the disciplines will be English:						
a. the personal domain?	9.5	51.9	26.6	6.3	5.7	3.53 (0.96)
b. the social domain?	7.0	39.2	41.1	8.9	3.8	3.37 (0.88)
c. the national domain?	10.3	37.2	31.4	13.5	7.7	3.29 (1.07)
d. the international domain?	6.5	22.9	37.9	19.0	13.7	2.90 (1.11)
e. the scientific domain?	3.2	19.9	40.4	20.5	16.0	2.74 (1.05)
f. the literary and cultural domain?	4.4	30.8	34.6	16.4	13.8	2.96 (1.10)
g. the geo-political domain?	3.8	13.9	29.7	27.2	25.3	2.44 (1.13)
31. To what degree does the English Language curriculum's content encourage the students to be independent thinkers?	5.7	31.0	44.9	10.8	7.6	3.17 (0.96)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
32. To what extent does the English Language Curriculum encourage the students to to develop the directions and basic skills necessary for rational thought - namely:						
a. deductive reasoning: applying general principles to special cases?	5.7	34.8	38.6	12.0	8.9	3.17 (1.02)
b. inductive reasoning: deriving a general principle or basis from special cases?	5.2	22.6	48.4	17.4	6.5	3.03 (0.93)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Part II Section A part 2
English Language Curriculum Content
(Supervisor)

Item IIA2	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent were long-term goals taken into consideration when setting the criteria for selecting and organizing the contents of the English Language Curriculum?	12.5	50.0	18.8	12.5	6.3	3.50 (1.10)
2. To what extent do you consider the number of periods available for teaching the curriculum in the classes you teach sufficient for realizing the desired goals of the English Language Curriculum?	6.7	46.7	20.0	26.7	0.0	3.33 (0.98)
3. To what extent does the content of the English Language Curriculum you teach reflect an Omani cultural orientation?	6.3	56.3	31.3	0.0	6.3	3.56 (0.89)
4. To what degree does the English Language Curriculum of the classes you teach encourage the students to engage in extracurricular activities, i.e., clubs and contests?	0.0	12.5	56.3	25.0	6.3	2.75 (0.78)
5. To what extent is there integration between the English Language Curriculum in the Elementary, Preparatory, and Secondary School levels?	6.3	75.0	12.5	6.3	0.0	3.81 (0.66)
6. To what extent is there integration between English Language Curriculum ad the other subjects' curricula:						
a. English Language and Arabic Language?	0.0	0.0	25.0	43.8	31.3	1.94 (0.77)
b. English Language and Science?	0.0	12.5	62.5	6.3	18.8	2.69 (0.95)
c. English Language and Social Studies?	0.0	13.3	46.7	13.3	26.7	2.47 (1.06)
d. English Language and Mathematics?	0.0	0.0	12.5	68.8	18.8	1.94 (0.57)
e. English Language and Islamic Education?	0.0	0.0	6.3	18.8	75.0	1.31 (0.60)
7. To what extent does the English Language Curriculum strive to:						
a. increase the student's knowledge of the world?	0.0	46.7	46.7	6.7	0.0	3.40 (0.63)
b. provide the student with a foundation of skills that enable him/her to communicate orally and in writing with native and non-native speakers of English both in Oman and abroad?	0.0	62.5	25.0	12.5	0.0	3.50 (0.73)
c. enable the student to use language creatively and appropriately in various formal and informal situations and contexts?	0.0	50.0	37.5	12.5	0.0	3.38 (0.72)
d. motivate the student to read on his own additional English language books, magazines, and newspapers not formally taught in school?	0.0	33.3	33.3	20.0	13.3	2.87 (1.06)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
8. To what degree does the English Language Curriculum provide topics, drills, and exercises that promote students' mastery of the following basic language skills:						
a. listening?	18.8	75.0	6.3	0.0	0.0	4.13 (0.50)
b. speaking?	18.8	62.5	18.8	0.0	0.0	4.00 (0.63)
c. reading?	6.3	50.0	43.8	0.0	0.0	3.63 (0.62)
d. writing?	0.0	18.8	62.5	6.3	12.5	2.88 (0.89)
e. comprehension?	0.0	56.3	37.5	6.3	0.0	3.50 (0.63)
9. To what extent does the English Language Curriculum emphasize:						
a. silent reading with comprehension?	18.8	75.0	6.3	0.0	0.0	4.13 (0.50)
b. reading aloud with perfect articulation and fluency?	0.0	0.0	31.3	37.5	31.3	2.00 (0.82)
10. To what extent does the content of the English Language Curriculum place an emphasis on students' speaking English correctly and fluently?	6.3	56.3	31.3	6.3	0.0	3.63 (0.72)
11. The components of the Omani English Language Course included several books: a colorful Pupil's Book which a student could not write in nor keep at the end of the year, as well as a Workbook and a copybook which the student could write in and keep. To what extent would a single book approach in which each student got to keep his book at the end of the year have been more beneficial to the students with respect to motivation, retention, and review of material taught in previous years?	0.0	50.0	31.3	12.5	6.3	3.25 (0.93)
12. Each of the Preparatory Level Workbooks included an English glossary with an Arabic translation, but no guidance in the pronunciation of English words. To what extent were these glossaries useful to the student?	25.0	62.5	12.5	0.0	0.0	4.13 (0.62)
13. To what extent would it have been more useful to provide each student with an English-Arabic/Arabic-English dictionary that would also have a pronunciation guide for English words?	18.8	25.0	37.5	12.5	6.3	3.38 (1.15)
14. To what extent were the glossary games provided in the Workbook useful and motivating?	6.3	56.3	31.3	6.3	0.0	3.63 (0.72)
15. To what extent was translation utilized in implementing the goals of the English Language Curriculum?	0.0	12.5	43.8	31.3	12.5	2.56 (0.89)
16. In implementing the goals of the English Language Curriculum, to what degree did the teacher utilize his appropriate pronunciation?	6.7	46.7	46.7	0.0	0.0	3.60 (0.63)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
17. To what extent were the spelling lists provided in the Pupil's Book useful?	18.8	43.8	31.3	0.0	6.3	3.69 (1.01)
18. To what degree was the new vocabulary utilized in the Preparatory level:						
a. quantitatively sufficient for attaining the goals of the English Language Curriculum?	18.8	50.0	18.8	6.3	6.3	3.69 (1.08)
b. too difficult for the student's cultural and cognitive level?	6.3	6.3	12.5	50.0	25.0	2.19 (1.11)
19. To what extent did you find the Teacher's Book useful as a teacher's guide for planning, and presenting the course material?	25.0	68.8	6.3	0.0	0.0	4.19 (0.54)
20. To what extent were the course material (Class Cassettes) useful to teachers and students in:						
a. providing good pronunciation models?	31.1	56.2	12.5	0.0	0.0	4.19 (0.65)
b. promoting and practicing listening comprehension?	37.5	43.8	18.8	0.0	0.0	4.19 (0.75)
c. presenting difficulty material such as dialogues and songs?	18.8	62.5	6.3	6.3	6.3	3.81 (1.05)
21. To what extent did the Class Cassettes introduce the students to:						
a. British pronunciation only?	50.0	43.8	0.0	6.3	0.0	4.38 (0.81)
b. American pronunciation only?	0.0	0.0	0.0	28.6	71.4	1.29 (0.47)
c. both American and British pronunciation?	14.3	0.0	0.0	35.7	50.0	1.93 (1.39)
22. To what degree were the students encouraged to borrow or make their own copies of the Class Cassettes so that they could practice on their own at home?	0.0	6.3	25.0	18.8	50.0	1.88 (1.03)
23. To what extent were films and videos used in achieving the goals of the English Language Curriculum?	0.0	6.3	6.3	12.5	75.0	1.44 (0.89)
24. To what degree were the Study Texts useful in:						
a. improving the student's silent reading speed and comprehension?	6.3	56.3	37.5	0.0	0.0	3.69 (0.60)
b. providing contextual examples of new structural and functional language?	18.8	50.0	31.3	0.0	0.0	3.88 (0.72)
c. increasing the student's vocabulary?	6.7	60.0	33.3	0.0	0.0	3.73 (0.59)
d. offering material or listening and discussion as well as controlled oral and written work?	6.3	62.5	31.3	0.0	0.0	3.75 (0.58)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
25. To what degree were the Reading for information Texts useful in:						
a. simulating articles and stories from newspapers or magazines?	6.3	56.3	31.3	0.0	6.3	3.56 (0.89)
b. encouraging student's rapid silent reading of quite difficult texts for extracting the main points and factual information?	6.3	56.3	31.3	0.0	6.3	3.56 (0.89)
26. To what degree were the Dialogue Texts useful in improving the students'' comprehension of spoken English Language Curriculum?	18.8	56.3	25.0	0.0	0.0	3.94 (0.68)
27. To what extend did the content of the English Language Curriculum succeed in implementing its structural aims as follows:						
a. revising the tenses, verbs, adverbs, and propositions?	6.3	37.5	37.5	12.5	6.3	3.25 (1.00)
b. the use of imperative verbs; asking and answering present and past tense questions using inversion and question words?	12.5	37.5	50.0	0.0	0.0	3.63 (0.72)
c. recognizing and giving clock times?	25.0	43.8	31.3	0.0	0.0	3.94 (0.77)
d. giving directions or instructions in sequence?	12.5	75.0	12.5	0.0	0.0	4.00 (0.52)
28. To what degree did the content of the English Language Curriculum succeed in realizing its following functional aims:						
a. making the student familiar with language that will enable him/her to give simple sequenced instruction, and directions; to make and accept invitations?	18.8	56.3	25.0	0.0	0.0	3.94 (0.68)
b. relate past events?	0.0	50.0	50.0	0.0	0.0	3.50 (0.52)
c. express greetings and congratulations?	18.8	56.3	25.0	0.0	0.0	3.94 (0.68)
d. describe people's physical and facial characteristics; etc.?	25.0	37.5	31.3	6.3	0.0	3.81 (0.91)
29. To what extent did the English Language Curriculum enable the students to master the following skills:						
a. using his/her language skills in situations likely to occur in Oman - with particular attention to appropriate register?	6.3	37.5	50.0	6.3	0.0	3.44 (0.73)
b. following and giving oral instructions and directions?	6.3	50.0	43.8	0.0	0.0	3.63 (0.62)
c. following and understanding a conversation or discussion on everyday topics?	6.3	37.5	43.8	12.5	0.0	3.38 (0.81)
d. taking part in a conversation, interview, and discussion?	0.0	31.3	56.3	12.5	0.0	3.19 (0.66)
e. orally requesting precise information or a service?	0.0	31.3	56.3	6.3	6.3	3.13 (0.81)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
29. To what extent did the English Language Curriculum enable the students to master the following skills: (con't)						
f. describing for someone an object, place, or event both orally and in writing?	0.0	18.8	62.5	18.3	0.0	3.00 (0.63)
g. reporting an incident or discussion orally and in writing?	0.0	6.3	68.8	25.0	0.0	2.81 (0.54)
h. explaining a process or a procedure orally and in writing?	0.0	0.0	43.8	50.0	6.3	2.38 (0.62)
i. giving a short public address welcoming a visitor, introducing a speaker, or expressing gratitude?	0.0	0.0	62.5	37.5	0.0	2.63 (0.50)
j. taking notes in English or Arabic on what has been heard or read?	6.3	6.3	25.0	43.8	18.8	2.38 (1.09)
k. providing an oral or written summary of what has been heard or read?	0.0	12.5	43.8	12.5	31.3	2.38 (1.09)
l. developing silent reading skills for study purposes, making use of reference books, and retrieving information from table of contents and indexes?	6.3	37.5	18.8	25.0	12.5	3.00 (1.21)
m. scanning a text for specific information?	6.3	37.5	43.8	12.5	0.0	3.38 (0.81)
n. recognizing and understanding the development of an argument or idea in what is read - distinguishing the main ideas from supporting instances and examples?	0.0	18.8	31.3	43.8	6.3	2.63 (0.89)
o. translating letters, notes, reports, and memoranda from and into English?	0.0	7.1	14.3	7.1	71.4	1.57 (1.02)
p. writing formal and informal letters?	0.0	25.0	25.0	25.0	25.0	2.50 (1.16)
30. To what extent did the curriculum content cover specialized vocabulary and topics from a multitude of language domains so as to prepare the students for eventual university study where the language of instruction in the majority of the disciplines will be English:						
a. the personal domain?	6.3	50.0	31.3	6.3	6.3	3.44 (0.96)
b. the social domain?	0.0	31.3	56.3	6.3	6.3	3.13 (0.81)
c. the national domain?	0.0	37.5	43.8	18.8	0.0	3.19 (0.75)
d. the international domain?	0.0	0.0	43.8	37.5	18.8	2.25 (0.78)
e. the scientific domain?	0.0	6.7	40.0	40.0	13.3	2.40 (0.83)
f. the literary and cultural domain?	0.0	20.0	33.3	33.3	13.3	2.60 (0.99)
g. the geo-political domain?	0.0	0.0	26.7	33.3	40.0	1.87 (0.83)
31. To what degree does the English Language curriculum's content encourage the students to be independent thinkers?	0.0	18.8	43.8	25.0	12.5	2.69 (0.95)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIA2 con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
32. To what extent does the English Language Curriculum encourage the students to to develop the directions and basic skills necessary for rational thought - namely:						
a. deductive reasoning: applying general principles to special cases?	0.0	18.8	43.8	37.5	0.0	2.81 (0.75)
b. inductive reasoning: deriving a general principle or basis from special cases?	0.0	12.5	43.8	37.5	6.3	2.63 (0.81)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Part II Section B
Classroom Activities: Method of Instruction and Student Assessment
(Teacher)

Item IIB 1a: When teaching assignments are made, to what degree is consideration given to the academic background of the teachers?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	48.2	27.7	13.9	4.4	5.8	4.08 (1.15)
Arabic Language	49.2	26.0	13.2	9.0	4.5	4.06 (1.17)
Mathematics	37.1	27.0	13.8	11.3	10.7	3.69 (1.36)
Science	45.3	31.4	15.3	4.4	3.6	4.10 (1.05)
Social Studies	30.3	35.9	17.9	9.0	6.9	3.74 (1.19)
English Language	28.0	40.8	21.0	5.1	5.1	3.82 (1.06)

Item IIB 1b: When teaching assignments are made, to what degree is consideration given to teaching experience?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	47.9	30.0	16.4	2.9	2.9	4.17 (1.00)
Arabic Language	46.1	24.4	16.1	8.9	4.4	3.99 (1.18)
Mathematics	33.3	27.8	16.7	9.9	12.3	3.60 (1.36)
Science	41.5	33.3	18.5	3.7	3.0	4.07 (1.01)
Social Studies	31.3	37.5	11.1	13.2	6.9	3.73 (1.23)
English Language	24.5	43.4	20.8	4.4	6.9	3.74 (1.09)

Item IIB 1c: When teaching assignments are made, to what degree is consideration given to the preference of the teachers?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	45.2	29.6	12.6	8.1	4.4	4.03 (1.15)
Arabic Language	37.0	30.6	13.3	12.1	6.9	3.79 (1.26)
Mathematics	28.1	25.5	19.6	11.1	15.7	3.39 (1.41)
Science	34.8	31.8	20.5	8.3	4.5	3.84 (1.13)
Social Studies	20.3	37.6	19.5	11.3	11.3	3.44 (1.25)
English Language	13.5	36.8	28.4	13.5	7.7	3.35 (1.11)

Item IIB 2: To what degree are the test instructions clear and explicit?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	36.6	48.5	10.4	3.0	1.5	4.16 (0.84)
Arabic Language	32.4	50.0	15.3	1.8	0.6	4.12 (0.77)
Mathematics	31.3	37.3	24.7	6.0	0.7	3.93 (0.93)
Science	34.1	39.7	21.4	4.8	0.0	4.03 (0.87)
Social Studies	27.2	47.1	19.1	3.7	2.9	3.92 (0.94)
English Language	25.0	60.0	13.1	1.2	0.6	4.08 (0.70)

Item IIB 3: To what extent do you provide a continual (daily, lesson-by-lesson, or unit-by-unit) evaluation of students in a formative manner?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	52.2	40.3	4.5	3.0	0.0	4.42 (0.72)
Arabic Language	47.1	43.5	5.9	2.4	1.2	4.33 (0.79)
Mathematics	36.7	43.0	11.4	5.1	3.8	4.04 (1.02)
Science	43.3	39.6	14.9	2.2	0.0	4.24 (0.79)
Social Studies	42.4	43.2	10.8	2.2	1.4	4.23 (0.84)
English Language	19.6	46.2	27.2	5.1	1.9	3.77 (0.89)

Item IIB 4: To what extent are students encouraged to develop investigations on their own?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	27.1	38.6	25.7	7.1	1.6	3.83 (0.96)
Arabic Language	24.7	36.8	22.4	9.8	6.3	3.64 (1.14)
Mathematics	9.9	29.8	34.8	16.1	9.3	3.15 (1.10)
Science	16.4	40.3	37.3	6.0	0.0	3.67 (0.82)
Social Studies	12.0	45.8	33.1	6.3	2.8	3.58 (0.89)
English Language	8.2	31.0	39.2	9.5	12.0	3.14 (1.10)

Item IIB 5: To what extent do you use the different methods of instruction suggested in the curriculum to suit below average, average and superior students?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	41.0	43.2	9.4	4.3	2.2	4.17 (0.92)
Arabic Language	34.1	41.0	14.5	7.5	2.9	3.96 (1.03)
Mathematics	20.2	45.4	20.2	6.7	7.4	3.64 (1.10)
Science	25.8	54.5	14.4	3.8	1.5	3.99 (0.83)
Social Studies	27.8	53.5	13.9	3.5	1.4	4.03 (0.83)
English Language	16.4	54.1	20.8	5.7	3.1	3.75 (0.91)

Item IIB 6: To what degree have preparatory school teachers received In-Service or other training regarding assessment and performance measure?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	21.9	29.2	29.9	11.7	7.3	3.47 (1.17)
Arabic Language	21.9	28.7	28.7	10.7	10.1	3.42 (1.23)
Mathematics	8.7	29.2	31.7	16.1	14.3	3.02 (1.18)
Science	9.7	29.1	38.1	17.2	6.0	3.19 (1.03)
Social Studies	14.0	38.5	31.5	11.9	4.2	3.46 (1.01)
English Language	11.0	47.7	26.5	7.1	7.7	3.47 (1.04)

Item IIB 7: To what extent are students encouraged to question evidence, challenge loose thinking and develop hypotheses as an accepted part of classroom behavior?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	23.2	42.0	21.7	8.0	5.1	3.70 (1.07)
Arabic Language	24.0	31.7	22.4	12.0	9.8	3.48 (1.25)
Mathematics	19.1	41.4	21.6	9.9	8.0	3.54 (1.15)
Science	19.3	45.2	22.2	7.4	5.9	3.64 (1.06)
Social Studies	10.3	35.9	34.5	12.4	6.9	3.30 (1.04)
English Language	7.0	39.9	32.3	11.4	9.5	3.23 (1.06)

Item IIB 8a: To what extent is the assessment method used throughout instruction designed to provide interim reports of student progress?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	41.3	39.1	13.0	5.8	0.7	4.15 (0.91)
Arabic Language	33.7	36.4	22.8	3.8	3.3	3.94 (1.01)
Mathematics	29.0	37.0	20.4	9.9	3.7	3.78 (1.09)
Science	38.5	42.2	13.3	4.4	1.5	4.12 (0.91)
Social Studies	21.4	46.2	23.4	6.9	2.1	3.78 (0.93)
English Language	14.1	55.1	18.6	9.0	3.2	3.68 (0.94)

Item IIB 8b: To what extent is the assessment method used throughout instruction designed to provide specific diagnoses of student strengths and weaknesses?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	47.8	36.2	11.6	2.9	1.4	4.26 (0.88)
Arabic Language	39.1	39.7	14.7	4.9	1.6	4.10 (0.94)
Mathematics	33.7	42.3	13.5	6.7	3.7	3.96 (1.04)
Science	34.3	43.1	16.1	5.8	0.7	4.04 (0.90)
Social Studies	31.0	40.7	21.4	5.5	1.5	3.95 (0.93)
English Language	12.0	47.5	25.9	12.0	2.5	3.54 (0.94)

Item IIB 8c: To what extent is the assessment method used throughout instruction designed to provide information to both the student and the teacher?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	40.0	45.4	6.9	3.1	4.6	4.13 (1.00)
Arabic Language	28.9	46.8	17.3	4.0	2.9	3.95 (0.94)
Mathematics	22.2	39.2	27.8	8.9	1.9	3.71 (0.97)
Science	27.7	43.1	23.1	5.4	0.8	3.92 (0.89)
Social Studies	20.9	51.1	20.9	5.0	2.2	3.84 (0.89)
English Language	12.4	56.9	26.8	2.0	2.0	3.76 (0.77)

Item IIB 9: To what extent are the tests designed to avoid reading rate and comprehension contamination?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	36.0	38.2	19.1	5.1	1.5	4.02 (0.95)
Arabic Language	32.8	40.2	16.1	6.3	4.6	3.90 (1.07)
Mathematics	23.6	45.2	15.3	8.9	7.0	3.69 (1.14)
Science	24.4	48.1	17.8	5.9	3.7	3.84 (0.99)
Social Studies	21.4	50.7	15.0	9.3	3.6	3.77 (1.01)
English Language	12.9	49.7	22.6	11.0	3.9	3.57 (0.98)

Item IIB 10: To what degree do teachers' schedules include adequate time to make preparations for field and practical activities, as well as for classroom teaching?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	18.1	23.9	18.8	22.5	16.7	3.04 (1.37)
Arabic Language	16.1	18.9	21.1	23.3	20.6	2.87 (1.37)
Mathematics	5.5	12.3	16.6	28.8	36.8	2.21 (1.22)
Science	12.5	17.6	17.6	23.5	28.7	2.62 (1.39)
Social Studies	2.8	17.4	23.6	31.9	24.3	2.42 (1.12)
English Language	12.7	41.4	29.3	7.6	8.9	3.41 (1.09)

Item IIB 11: To what degree does the teacher explain to the students the specific competencies (i.e., behaviors, skills, and concepts) that the students are to attain?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	32.4	50.7	14.0	0.7	2.2	4.10 (0.83)
Arabic Language	35.7	40.7	20.3	2.7	0.5	4.08 (0.85)
Mathematics	23.2	50.0	17.1	7.9	1.8	3.85 (0.93)
Science	27.5	47.8	18.8	4.3	1.4	3.96 (0.88)
Social Studies	27.8	50.7	17.4	2.1	2.1	4.00 (0.85)
English Language	12.6	48.4	28.3	7.5	3.1	3.60 (0.92)

Item IIB 12: To what extent is assessment of student achievement made interms of success in meeting objectives specified by the curriculum?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	37.0	48.6	10.9	3.6	0.0	4.19 (0.77)
Arabic Language	32.1	44.6	19.6	3.3	0.5	4.04 (0.84)
Mathematics	19.6	50.3	21.5	7.4	1.2	3.80 (0.88)
Science	17.5	54.0	24.8	2.9	0.7	3.85 (0.77)
Social Studies	19.0	53.5	21.8	4.2	1.4	3.85 (0.83)
English Language	9.2	53.6	30.7	6.5	0.0	3.65 (0.74)

IItem IIB 13: To what degree do your classroom procedures conform with the objectives of the course?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	34.1	47.1	15.2	3.6	0.0	4.12 (0.79)
Arabic Language	28.9	48.3	16.7	3.9	2.2	3.98 (0.90)
Mathematics	15.5	42.2	26.7	11.8	3.7	3.54 (1.01)
Science	19.3	54.1	21.5	4.4	0.7	3.87 (0.80)
Social Studies	17.5	57.3	21.7	1.4	2.1	3.87 (0.79)
English Language	17.1	62.7	15.8	4.4	0.0	3.92 (0.71)

Item IIB 14: To what extent are the test items clear and concise?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	48.6	34.1	11.6	3.6	2.2	4.23 (0.95)
Arabic Language	39.9	41.6	12.4	5.1	1.1	4.14 (0.90)
Mathematics	34.4	50.0	8.7	4.4	2.5	4.09 (0.91)
Science	36.5	46.7	10.2	3.6	2.9	4.10 (0.93)
Social Studies	32.6	48.9	14.2	2.8	1.4	4.09 (0.84)
English Language	20.9	57.6	15.2	3.2	3.2	3.90 (0.88)

Item IIB 15: To what extent does the school library (if any) include a good selection of professional books, periodicals, newsletters, or other currrent subject matter information?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	28.3	26.8	22.5	8.0	14.5	3.46 (1.36)
Arabic Language	25.6	26.2	16.3	15.1	16.9	3.29 (1.43)
Mathematics	7.0	15.8	19.0	19.0	39.2	2.32 (1.32)
Science	12.6	21.3	22.0	22.8	21.3	2.81 (1.33)
Social Studies	11.2	17.9	22.4	29.1	19.4	2.72 (1.28)
English Language	6.2	17.1	10.3	17.1	49.3	2.14 (1.35)

Item IIB 16a: To what degree do you prefer that the tests in preparatory school be made by teachers?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	55.6	19.5	8.3	6.8	9.8	4.05 (1.34)
Arabic Language	54.3	20.0	13.7	5.7	6.3	4.10 (1.21)
Mathematics	43.6	26.9	12.8	7.1	9.6	3.88 (1.31)
Science	46.8	20.2	16.1	10.5	6.5	3.90 (1.28)
Social Studies	54.9	20.4	12.7	5.6	6.3	4.12 (1.21)
English Language	39.5	32.7	17.0	3.4	7.5	3.93 (1.17)

Item IIB 16b: To what degree do you prefer that the tests in preparatory school be made by the school?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	27.5	30.8	25.0	8.3	8.3	3.61 (1.21)
Arabic Language	24.1	33.3	17.3	11.1	14.2	3.42 (1.35)
Mathematics	19.3	26.7	27.3	10.7	16.0	3.23 (1.32)
Science	19.2	20.8	27.5	14.2	18.3	3.08 (1.36)
Social Studies	9.8	27.1	30.8	14.3	18.0	2.96 (1.24)
English Language	12.5	26.4	25.7	16.0	19.4	2.97 (1.31)

Item IIB 16c: To what degree do you prefer that the tests in preparatory school be made by the school district?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	42.5	24.4	16.5	7.9	8.7	3.84 (1.29)
Arabic Language	36.4	22.5	20.2	6.4	14.5	3.60 (1.41)
Mathematics	30.7	19.3	22.7	13.3	14.0	3.39 (1.40)
Science	36.8	17.1	20.5	9.4	16.2	3.49 (1.47)
Social Studies	26.3	25.6	20.3	15.0	12.8	3.38 (1.36)
English Language	28.7	24.7	23.3	7.3	16.0	3.43 (1.39)

Item IIB 17: To what degree are the tests representative of different test item types (eg. true-false, completions, multiple choice, etc.)?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	41.1	44.4	12.1	1.6	0.8	4.23 (0.79)
Arabic Language	33.9	36.3	23.8	2.4	3.6	3.95 (1.00)
Mathematics	41.3	38.7	9.7	4.5	5.8	4.05 (1.10)
Science	45.7	38.0	9.3	5.4	1.6	4.21 (0.93)
Social Studies	50.4	36.4	10.9	2.3	0.0	4.35 (0.77)
English Language	29.7	56.1	8.4	1.9	3.9	4.06 (0.90)

Item IIB 18: To what degree does studying society help students improve their communication skills through activities such as listening, reading, writing, and logical thinking?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	33.6	50.7	14.2	1.5	0.0	4.16 (0.72)
Arabic Language	28.7	44.4	20.2	2.8	3.9	3.91 (0.98)
Mathematics	17.9	39.7	34.6	2.6	5.1	3.63 (0.98)
Science	20.0	45.9	28.1	4.4	1.5	3.79 (0.87)
Social Studies	22.9	56.3	15.3	4.2	1.4	3.95 (0.82)
English Language	21.4	48.4	18.2	8.8	3.1	3.76 (0.99)

Item IIB 19: To what extent do tests contain a few items simple enough for all students to answer?

	Fully 5 %	Greatly 4 %	Sometimmes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	30.4	42.0	23.2	2.2	2.2	3.96 (0.91)
Arabic Language	29.3	43.1	22.1	3.3	2.2	3.94 (0.92)
Mathematics	33.7	39.4	21.2	3.7	1.9	3.99 (0.94)
Science	28.7	36.8	29.4	2.9	2.2	3.87 (0.94)
Social Studies	16.7	47.2	28.5	5.6	2.1	3.71 (0.88)
English Language	14.6	51.6	28.7	2.5	2.5	3.73 (0.84)

Item IIB 20a: To what degree are test grades based on criterion reference?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	31.4	33.6	19.7	8.8	6.6	3.75 (1.18)
Arabic Language	27.5	34.3	25.3	9.0	3.9	3.73 (1.08)
Mathematics	15.7	30.2	27.0	15.1	11.9	3.23 (1.23)
Science	22.0	37.1	21.2	12.9	6.8	3.55 (1.17)
Social Studies	12.4	32.1	27.7	18.2	9.5	3.20 (1.16)
English Language	11.1	48.4	34.0	4.6	2.0	3.62 (0.82)

Item IIB 20b: To what degree are test grades based on normative reference?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	41.2	33.1	15.4	8.8	1.5	4.04 (1.03)
Arabic Language	33.7	33.1	24.2	6.7	2.2	3.89 (1.02)
Mathematics	39.9	32.3	15.2	9.5	3.2	3.96 (1.11)
Science	26.5	42.6	17.6	9.6	3.7	3.78 (1.06)
Social Studies	38.8	37.4	19.4	3.6	0.7	4.10 (0.89)
English Language	6.0	34.9	41.6	6.7	10.7	3.19 (1.03)

Item IIB 21a: To what degree does your student assessment plan use techniques and instruments such as non-written performance tests?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	22.2	33.3	23.7	14.8	5.9	3.51 (1.17)
Arabic Language	12.9	37.1	27.0	15.2	7.9	3.32 (1.12)
Mathematics	13.7	25.5	28.0	17.4	15.5	3.04 (1.27)
Science	14.1	23.7	32.6	15.6	14.1	3.08 (1.23)
Social Studies	10.2	28.5	21.2	24.8	15.3	2.93 (1.25)
English Language	7.0	35.4	44.3	8.9	4.4	3.32 (0.90)

Item IIB 21b: To what degree does your student assessment plan use techniques and instruments such as objective tests?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	30.1	47.1	18.4	4.4	0.0	4.03 (0.82)
Arabic Language	28.2	43.5	22.0	4.5	1.7	3.92 (0.91)
Mathematics	26.9	48.7	13.7	8.7	1.9	3.90 (0.96)
Science	28.4	49.3	17.2	4.5	0.7	4.00 (0.84)
Social Studies	35.9	43.7	16.2	3.5	0.7	4.11 (0.85)
English Language	12.0	59.5	21.5	3.8	3.2	3.73 (0.84)

Item IIB 21c: To what degree does your student assessment plan use techniques and instruments such as essay examinations?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	42.6	31.6	19.1	6.6	0.0	4.10 (0.94)
Arabic Language	28.7	46.4	16.6	6.6	1.7	3.94 (0.93)
Mathematics	25.3	32.9	26.6	9.5	5.7	3.63 (1.13)
Science	17.6	30.5	35.1	13.7	3.1	3.46 (1.03)
Social Studies	19.6	35.5	35.5	5.8	3.6	3.62 (0.98)
English Language	3.2	16.6	22.3	20.4	37.6	2.27 (1.22)

Item IIB 21d: To what degree does your student assessment plan use techniques and instruments such as teacher observation?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	48.2	42.4	7.2	2.2	0.0	4.37 (0.71)
Arabic Language	38.2	43.8	10.7	4.5	2.8	4.10 (0.96)
Mathematics	38.1	32.9	17.4	6.5	5.2	3.92 (1.13)
Science	29.8	39.7	22.1	6.9	1.5	3.89 (0.96)
Social Studies	28.8	41.7	21.6	5.0	2.9	3.89 (0.98)
English Language	14.1	37.8	25.6	13.5	9.0	3.35 (1.15)

Item IIB 22a: To what degree do your tests assess recall of facts?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	49.3	38.4	8.7	2.9	0.7	4.33 (0.81)
Arabic Language	44.0	41.2	10.4	2.2	2.2	4.23 (0.89)
Mathematics	40.3	37.7	13.8	5.7	2.5	4.08 (1.00)
Science	43.1	41.6	10.9	3.6	0.7	4.23 (0.84)
Social Studies	37.1	49.0	11.9	1.4	0.7	4.20 (0.76)
English Language	10.8	43.3	25.5	10.2	10.2	3.34 (1.13)

Item IIB 22b: To what degree do your tests assess comprehension?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	59.1	33.3	5.3	2.3	0.0	4.49 (0.70)
Arabic Language	44.9	45.5	6.2	2.8	0.6	4.32 (0.76)
Mathematics	44.0	40.3	9.4	3.8	2.5	4.20 (0.94)
Science	38.0	48.2	10.9	2.9	0.0	4.21 (0.75)
Social Studies	43.4	40.6	14.7	1.4	0.0	4.26 (0.76)
English Language	21.2	53.2	21.2	3.8	0.6	3.90 (0.79)

Item IIB 22c: To what degree do your tests assess ability to analyze?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	41.9	43.4	11.6	3.1	0.0	4.24 (0.78)
Arabic Language	37.8	40.0	18.3	3.3	0.6	4.11 (0.86)
Mathematics	33.1	35.0	22.5	6.3	3.1	3.89 (1.04)
Science	32.6	40.9	20.5	3.8	2.3	3.98 (0.95)
Social Studies	29.4	44.8	19.6	4.9	1.4	3.96 (0.90)
English Language	10.4	23.4	42.2	14.9	9.1	3.11 (1.08)

Item IIB 22d: To what degree do your tests assess ability to apply?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	48.0	38.6	11.0	2.4	0.0	4.32 (0.77)
Arabic Language	44.0	40.0	10.9	3.4	1.7	4.21 (0.89)
Mathematics	32.3	39.9	19.6	5.1	3.2	3.93 (1.01)
Science	25.6	49.6	17.3	6.8	0.8	3.93 (0.88)
Social Studies	31.7	41.5	23.2	1.4	2.1	3.99 (0.90)
English Language	11.6	41.3	30.3	15.5	1.3	3.47 (0.94)

Item IIB 22e: To what degree do your tests assess problem-solving?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	38.6	33.1	20.5	6.3	1.6	4.01 (1.00)
Arabic Language	33.5	29.5	24.4	9.1	3.4	3.81 (1.10)
Mathematics	29.3	26.8	28.7	7.6	7.6	3.62 (1.20)
Science	27.7	35.4	24.6	7.7	4.6	3.74 (1.09)
Social Studies	29.0	36.2	21.0	9.4	4.3	3.76 (1.10)
English Language	12.1	27.4	28.0	18.5	14.0	3.05 (1.23)

Item IIB 23: To what degree are tests used to provide data from which reports to parents and transcripts are prepared?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	60.0	29.2	6.7	4.2	0.0	4.45 (0.80)
Arabic Language	41.9	43.7	9.6	2.4	2.4	4.20 (0.89)
Mathematics	41.7	39.1	11.5	3.8	3.8	4.11 (1.01)
Science	37.4	45.0	12.2	4.6	0.8	4.14 (0.86)
Social Studies	45.2	36.3	13.3	3.0	2.2	4.19 (0.93)
English Language	13.9	41.8	32.3	7.0	5.1	3.53 (0.99)

Item IIB 24: To what degree do the existing examinations in your school and school district account for individual differences of students?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	40.5	38.9	12.7	6.3	1.6	4.10 (0.96)
Arabic Language	31.5	39.9	20.8	7.1	0.6	3.95 (0.93)
Mathematics	21.5	46.2	21.5	7.0	3.8	3.75 (1.00)
Science	19.9	45.6	25.7	6.6	2.2	3.74 (0.93)
Social Studies	21.4	55.0	17.9	2.9	2.9	3.89 (0.87)
English Language	10.3	43.2	33.5	9.7	3.2	3.48 (0.92)

Item IIB 25: To what degree are regular teacher meetings held to discuss problems of implementation and improvement of the Omani curriculum?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	11.2	21.7	25.5	21.1	20.5	2.82 (1.29)
Arabic Language	22.8	32.8	24.4	12.2	8.3	3.48 (1.20)
Mathematics	11.2	21.7	25.5	21.1	20.5	2.82 (1.29)
Science	13.1	30.7	33.6	15.3	7.3	3.27 (1.10)
Social Studies	16.2	31.7	26.1	15.5	10.6	3.28 (1.22)
English Language	11.4	27.8	34.8	14.6	11.4	3.13 (1.15)

Item IIB 26: To what extent is student assessment used in revising and improving instructional activities?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	21.7	38.0	22.5	10.1	7.8	3.56 (1.17)
Arabic Language	22.3	39.7	25.1	10.1	2.8	3.69 (1.02)
Mathematics	10.0	26.9	33.1	15.0	15.0	3.02 (1.20)
Science	15.9	37.1	28.8	12.9	5.3	3.46 (1.07)
Social Studies	10.4	45.1	25.0	13.2	6.3	3.40 (1.05)
English Language	7.0	51.0	26.1	11.5	4.5	3.45 (0.94)

Item IIB 27: To what degree are final tests used to provide a basis on which grades for the course are assigned?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	42.6	45.7	7.8	3.9	0.0	4.27 (0.77)
Arabic Language	29.1	45.8	17.3	5.6	2.2	3.94 (0.94)
Mathematics	32.5	36.2	21.2	5.0	5.0	3.86 (1.08)
Science	20.9	52.2	21.6	4.5	0.7	3.88 (0.81)
Social Studies	26.6	50.3	19.6	2.1	1.4	3.99 (0.82)
English Language	11.5	57.7	21.8	5.8	3.2	3.69 (0.87)

Item IIB 28: To what degree does your assessment plan reflect balanced emphasis among conceptual schemes, process skills, social aspects of social studies, and values and attitudes?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	29.8	48.9	15.3	6.1	0.0	4.02 (0.84)
Arabic Language	23.0	49.4	21.9	3.9	1.7	3.88 (0.87)
Mathematics	12.1	47.8	26.8	10.2	3.2	3.55 (0.94)
Science	13.7	60.3	22.1	3.1	0.8	3.83 (0.73)
Social Studies	16.1	49.0	28.7	4.9	1.4	3.73 (0.84)
English Language	10.2	52.2	25.5	8.3	3.8	3.57 (0.92)

Part II Section B
Classroom Activities: Method of Instruction and Student Assessment
(Supervisor)

Item IIB 1a: When teaching assignments are made, to what degree is consideration given to the academic background of the teachers?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	42.9	42.9	14.3	0.0	0.0	4.29 (0.72)
Arabic Language	53.3	46.7	0.0	0.0	0.0	4.53 (0.52)
Mathematics	38.5	15.4	30.8	7.7	7.7	3.69 (1.32)
Science	46.2	46.2	7.7	0.0	0.0	4.39 (0.65)
Social Studies	25.0	50.0	16.7	8.3	0.0	3.92 (0.90)
English Language	37.5	50.0	0.0	12.5	0.0	4.13 (0.96)

Item IIB 1b: When teaching assignments are made, to what degree is consideration given to teaching experience?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	28.6	66.7	4.8	0.0	0.0	4.24 (0.54)
Arabic Language	73.3	20.0	6.7	0.0	0.0	4.67 (0.62)
Mathematics	30.8	15.4	30.8	0.0	23.1	3.31 (1.55)
Science	46.2	46.2	7.7	0.0	0.0	4.39 (0.65)
Social Studies	25.0	50.0	25.0	0.0	0.0	4.00 (0.74)
English Language	31.3	50.0	18.8	0.0	0.0	4.13 (0.72)

Item IIB 1c: When teaching assignments are made, to what degree is consideration given to the preference of the teachers?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	28.6	42.9	14.3	9.5	4.8	3.81 (1.12)
Arabic Language	30.8	38.5	30.8	0.0	0.0	4.00 (0.82)
Mathematics	0.0	53.8	30.8	7.7	7.7	3.31 (0.95)
Science	38.5	38.5	23.1	0.0	0.0	4.15 (0.80)
Social Studies	33.3	50.0	0.0	8.3	8.3	3.92 (1.24)
English Language	12.5	31.3	31.3	18.8	6.3	3.25 (1.13)

Item IIB 2: To what degree are the test instructions clear and explicit?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	26.3	68.4	5.3	0.0	0.0	4.21 (0.54)
Arabic Language	21.4	64.3	14.3	0.0	0.0	4.07 (0.62)
Mathematics	0.0	66.7	33.3	0.0	0.0	3.67 (0.49)
Science	7.7	69.2	23.1	0.0	0.0	3.85 (0.56)
Social Studies	25.0	41.7	33.3	0.0	0.0	3.92 (0.79)
English Language	31.3	56.3	6.3	6.3	0.0	4.13 (0.81)

Item IIB 3: To what extent do you provide a continual (daily, lesson-by-lesson, or unit-by-unit) evaluation of students in a formative manner?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	21.1	52.6	26.3	0.0	0.0	3.95 (0.71)
Arabic Language	20.0	66.7	13.3	0.0	0.0	4.07 (0.59)
Mathematics	15.4	61.5	23.1	0.0	0.0	3.92 (0.64)
Science	50.0	41.7	8.3	0.0	0.0	4.42 (0.67)
Social Studies	25.0	50.0	25.0	0.0	0.0	4.00 (0.74)
English Language	0.0	37.5	43.8	18.8	0.0	3.19 (0.75)

Item IIB 4: To what extent are students encouraged to develop investigations on their own?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	10.0	45.0	30.0	15.0	0.0	3.50 (0.89)
Arabic Language	13.3	40.0	46.7	0.0	0.0	3.67 (0.72)
Mathematics	0.0	30.8	23.1	23.1	23.1	2.62 (1.19)
Science	0.0	46.2	30.8	7.7	15.4	3.08 (1.12)
Social Studies	8.3	16.7	58.3	16.7	0.0	3.17 (0.84)
English Language	0.0	6.3	50.0	25.0	18.8	2.44 (0.89)

Item IIB 5: To what extent do you use the different methods of instruction suggested in the curriculum to suit below average, average and superior students?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	20.0	35.0	30.0	10.0	5.0	3.55 (1.10)
Arabic Language	20.0	53.3	26.7	0.0	0.0	3.93 (0.70)
Mathematics	7.7	38.5	38.5	7.7	7.7	3.31 (1.03)
Science	0.0	38.5	30.8	23.1	7.7	3.00 (1.00)
Social Studies	8.3	25.0	33.3	25.0	8.3	3.00 (1.13)
English Language	0.0	37.5	50.0	12.5	0.0	3.25 (0.68)

Item IIB 6: To what degree have preparatory school teachers received In-Service or other training regarding assessment and performance measure?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	20.0	30.0	25.0	20.0	5.0	3.40 (1.19)
Arabic Language	0.0	61.5	30.8	0.0	7.7	3.46 (0.88)
Mathematics	0.0	46.2	38.5	0.0	15.4	3.15 (1.07)
Science	0.0	15.4	46.2	15.4	23.1	2.54 (1.05)
Social Studies	0.0	18.2	45.5	0.0	36.4	2.46 (1.21)
English Language	0.0	60.0	26.7	6.7	6.7	3.40 (0.91)

Item IIB 7: To what extent are students encouraged to question evidence, challenge loose thinking and develop hypotheses as an accepted part of classroom behavior?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	9.5	14.3	33.3	14.3	28.6	2.62 (1.32)
Arabic Language	0.0	42.9	42.9	7.1	7.1	3.21 (0.89)
Mathematics	0.0	53.8	23.1	15.4	7.7	3.23 (1.01)
Science	0.0	7.7	38.5	53.8	0.0	2.54 (0.66)
Social Studies	8.3	25.0	25.0	33.3	8.3	2.92 (1.17)
English Language	0.0	6.3	56.3	31.3	6.3	2.63 (0.72)

Item IIB 8a: To what extent is the assessment method used throughout instruction designed to provide interim reports of student progress?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	19.0	57.1	14.3	9.5	0.0	3.86 (0.85)
Arabic Language	33.3	33.3	26.7	6.7	0.0	3.93 (0.96)
Mathematics	15.4	53.8	7.7	23.1	0.0	3.62 (1.04)
Science	7.7	38.5	53.8	0.0	0.0	3.54 (0.66)
Social Studies	8.3	41.7	33.3	8.3	8.3	3.33 (1.07)
English Language	6.7	26.7	60.0	6.7	0.0	3.33 (0.73)

Item IIB 8h: To what extent is the assessment method used throughout instruction designed to provide specific diagnoses of student strengths and weaknesses?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	25.0	45.0	25.0	5.0	0.0	3.90 (0.85)
Arabic Language	42.9	35.7	21.4	0.0	0.0	4.21 (0.80)
Mathematics	30.8	46.2	15.4	7.7	0.0	4.00 (0.91)
Science	15.4	30.8	53.8	0.0	0.0	3.62 (0.77)
Social Studies	0.0	50.0	41.7	8.3	0.0	3.42 (0.67)
English Language	0.0	12.5	50.0	31.3	6.3	2.69 (0.79)

Item IIB 8c: To what extent is the assessment method used throughout instruction designed to provide information to both the student and the teacher?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	19.0	52.4	14.3	14.3	0.0	3.76 (0.94)
Arabic Language	7.1	42.9	50.0	0.0	0.0	3.57 (0.65)
Mathematics	15.4	30.8	46.2	7.7	0.0	3.54 (0.88)
Science	15.4	30.8	53.8	0.0	0.0	3.62 (0.77)
Social Studies	9.1	27.3	54.5	9.1	0.0	3.36 (0.81)
English Language	0.0	31.3	62.5	6.3	0.0	3.25 (0.58)

Item IIB 9: To what extent are the tests designed to avoid reading rate and comprehension contamination?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	25.0	30.0	30.0	10.0	5.0	3.60 (1.14)
Arabic Language	14.3	57.1	28.6	0.0	0.0	3.86 (0.66)
Mathematics	7.7	69.2	23.1	0.0	0.0	3.85 (0.56)
Science	0.0	46.2	30.8	7.7	15.4	3.08 (1.12)
Social Studies	8.3	41.7	41.7	8.3	0.0	3.50 (0.80)
English Language	6.3	50.0	31.3	12.5	0.0	3.50 (0.82)

Item IIB 10: To what degree do teachers' schedules include adequate time to make preparations for field and practical activities, as well as for classroom teaching?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	10.0	40.0	30.0	15.0	5.0	3.35 (1.04)
Arabic Language	33.3	33.3	26.7	6.7	0.0	3.93 (0.96)
Mathematics	7.7	38.5	30.8	23.1	0.0	3.31 (0.95)
Science	0.0	30.8	46.2	15.4	7.7	3.00 (0.91)
Social Studies	0.0	41.7	33.3	8.3	16.7	3.00 (1.13)
English Language	6.7	53.3	20.0	13.3	6.7	3.40 (1.06)

Item IIB 11: To what degree does the teacher explain to the students the specific competencies (i.e., behaviors, skills, and concepts) that the students are to attain?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	31.6	42.1	26.3	0.0	0.0	4.05 (0.78)
Arabic Language	13.3	66.7	20.0	0.0	0.0	3.93 (0.59)
Mathematics	7.7	38.5	46.2	7.7	0.0	3.46 (0.78)
Science	0.0	23.1	61.5	7.7	7.7	3.00 (0.82)
Social Studies	16.7	16.7	58.3	0.0	8.3	3.33 (1.07)
English Language	0.0	31.3	56.3	6.3	6.3	3.13 (0.81)

Item IIB 12: To what extent is assessment of student achievement made interms of success in meeting objectives specified by the curriculum?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	9.5	61.9	23.8	4.8	0.0	3.76 (0.70)
Arabic Language	20.0	46.7	33.3	0.0	0.0	3.87 (0.74)
Mathematics	7.7	46.2	46.2	0.0	0.0	3.62 (0.65)
Science	0.0	23.1	46.2	30.8	0.0	2.92 (0.76)
Social Studies	8.3	41.7	33.3	16.7	0.0	3.42 (0.90)
English Language	0.0	37.5	43.8	18.8	0.0	3.19 (0.75)

IItem IIB 13: To what degree do your classroom procedures conform with the objectives of the course?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	15.0	55.0	25.0	5.0	0.0	3.80 (0.77)
Arabic Language	7.1	64.3	28.6	0.0	0.0	3.79 (0.58)
Mathematics	7.7	53.8	30.8	7.7	0.0	3.62 (0.77)
Science	0.0	58.3	33.3	8.3	0.0	3.50 (0.67)
Social Studies	16.7	25.0	50.0	8.3	0.0	3.50 (0.91)
English Language	0.0	33.3	53.3	6.7	6.7	3.13 (0.83)

Item IIB 14: To what extent are the test items clear and concise?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	30.0	60.0	10.0	0.0	0.0	4.20 (0.62)
Arabic Language	33.3	46.7	20.0	0.0	0.0	4.13 (0.74)
Mathematics	7.7	76.9	15.4	0.0	0.0	3.92 (0.49)
Science	23.1	38.5	30.8	7.7	0.0	3.77 (0.93)
Social Studies	16.7	66.7	16.7	0.0	0.0	4.00 (0.60)
English Language	18.8	50.0	18.8	12.5	0.0	3.75 (0.93)

Item IIB 15: To what extent does the school library (if any) include a good selection of professional books, periodicals, newsletters, or other currrent subject matter information?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	19.0	14.3	38.1	23.8	4.8	3.19 (1.17)
Arabic Language	0.0	33.3	40.0	26.7	0.0	3.07 (0.80)
Mathematics	7.7	15.4	38.5	7.7	30.8	2.62 (1.33)
Science	0.0	9.1	27.3	45.5	18.2	2.27 (0.91)
Social Studies	8.3	25.0	8.3	41.7	16.7	2.67 (1.30)
English Language	0.0	0.0	43.8	12.5	43.8	2.00 (0.97)

Item IIB 16a: To what degree do you prefer that the tests in preparatory school be made by teachers?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	47.4	26.3	10.5	10.5	5.3	4.00 (1.25)
Arabic Language	28.6	57.1	14.3	0.0	0.0	4.14 (0.66)
Mathematics	41.7	16.7	33.3	0.0	8.3	3.83 (1.27)
Science	30.0	20.0	30.0	10.0	10.0	3.50 (1.35)
Social Studies	58.3	16.7	0.0	8.3	16.7	3.92 (1.62)
English Language	6.7	73.3	20.0	0.0	0.0	3.87 (0.52)

Item IIB 16b: To what degree do you prefer that the tests in preparatory school be made by the school?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	29.4	41.2	17.6	5.9	5.9	3.82 (1.13)
Arabic Language	38.5	30.8	15.4	0.0	15.4	3.77 (1.42)
Mathematics	23.1	30.8	23.1	15.4	7.7	3.46 (1.27)
Science	27.3	18.2	18.2	18.2	18.2	3.18 (1.54)
Social Studies	38.5	23.1	7.7	0.0	30.8	3.39 (1.76)
English Language	30.8	23.1	15.4	7.7	23.1	3.31 (1.60)

Item IIB 16c: To what degree do you prefer that the tests in preparatory school be made by the school district?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	15.0	25.0	30.0	20.0	10.0	3.15 (1.23)
Arabic Language	53.3	33.3	6.7	0.0	6.7	4.27 (1.10)
Mathematics	25.0	16.7	41.7	8.3	8.3	3.42 (1.24)
Science	46.2	15.4	7.7	15.4	15.4	3.62 (1.61)
Social Studies	23.1	23.1	7.7	15.4	30.8	2.92 (1.66)
English Language	0.0	20.0	26.7	6.7	46.7	2.20 (1.27)

Item IIB 17: To what degree are the tests representative of different test item types (eg. true-false, completions, multiple choice, etc.)?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	21.1	57.9	15.8	5.3	0.0	3.95 (0.78)
Arabic Language	25.0	41.7	33.3	0.0	0.0	3.92 (0.79)
Mathematics	25.0	50.0	8.3	8.3	8.3	3.75 (1.22)
Science	30.8	38.5	15.4	7.7	7.7	3.77 (1.24)
Social Studies	50.0	41.7	0.0	0.0	8.3	4.25 (1.14)
English Language	31.3	68.8	0.0	0.0	0.0	4.31 (0.48)

Item IIB 18: To what degree does studying society help students improve their communication skills through activities such as listening, reading, writing, and logical thinking?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	33.3	47.6	14.3	4.8	0.0	4.10 (0.83)
Arabic Language	26.7	46.7	26.7	0.0	0.0	4.00 (0.76)
Mathematics	15.4	30.8	46.2	7.7	0.0	3.54 (0.88)
Science	0.0	46.2	38.5	15.4	0.0	3.31 (0.75)
Social Studies	16.7	58.3	25.0	0.0	0.0	3.92 (0.67)
English Language	6.3	43.8	31.3	18.8	0.0	3.38 (0.89)

Item IIB 19: To what extent do tests contain a few items simple enough for all students to answer?

	Fully 5 %	Greatly 4 %	Sometimmes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	14.3	57.1	28.6	0.0	0.0	3.86 (0.66)
Arabic Language	26.7	60.0	13.3	0.0	0.0	4.13 (0.64)
Mathematics	15.4	53.8	30.8	0.0	0.0	3.85 (0.69)
Science	0.0	76.9	7.7	15.4	0.0	3.46 (1.13)
Social Studies	16.7	66.7	8.3	8.3	0.0	3.92 (0.79)
English Language	25.0	50.0	25.0	0.0	0.0	4.00 (0.73)

Item IIB 20a: To what degree are test grades based on criterion reference?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	15.0	35.0	25.0	20.0	5.0	3.35 (1.14)
Arabic Language	6.7	60.0	13.3	13.3	6.7	3.47 (1.06)
Mathematics	0.0	30.8	46.2	15.4	7.7	3.00 (0.91)
Science	0.0	0.0	54.5	27.3	18.2	2.36 (0.81)
Social Studies	16.7	50.0	16.7	16.7	0.0	3.67 (0.99)
English Language	0.0	56.3	31.3	12.5	0.0	3.44 (0.73)

Item IIB 20b: To what degree are test grades based on normative reference?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	25.0	65.0	5.0	5.0	0.0	4.10 (0.72)
Arabic Language	33.3	53.3	13.3	0.0	0.0	4.20 (0.68)
Mathematics	76.9	23.1	0.0	0.0	0.0	4.77 (0.44)
Science	53.8	30.8	15.4	0.0	0.0	4.39 (0.77)
Social Studies	50.0	33.3	0.0	0.0	16.7	4.00 (1.48)
English Language	0.0	38.5	38.5	15.4	7.7	3.08 (0.95)

Item IIB 21a: To what degree does your student assessment plan use techniques and instruments such as non-written performance tests?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	5.3	36.8	36.8	15.8	5.3	3.21 (0.98)
Arabic Language	13.3	60.0	26.7	0.0	0.0	3.87 (0.64)
Mathematics	0.0	8.3	41.7	25.0	25.0	2.33 (0.99)
Science	7.7	30.8	7.7	23.1	30.8	2.62 (1.45)
Social Studies	18.2	63.6	0.0	0.0	18.2	2.36 (1.36)
English Language	0.0	50.0	43.8	6.3	0.0	3.44 (0.63)

Item IIB 21b: To what degree does your student assessment plan use techniques and instruments such as objective tests?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	21.1	52.6	26.3	0.0	0.0	3.95 (0.71)
Arabic Language	33.3	46.7	20.0	0.0	0.0	4.13 (0.74)
Mathematics	30.8	38.5	23.1	7.7	0.0	3.92 (0.95)
Science	0.0	83.3	8.3	8.3	0.0	3.75 (0.62)
Social Studies	33.3	58.3	0.0	0.0	8.3	4.08 (1.08)
English Language	0.0	56.3	37.5	6.3	0.0	3.50 (0.63)

Item IIB 21c: To what degree does your student assessment plan use techniques and instruments such as essay examinations?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	25.0	55.0	15.0	5.0	0.0	4.00 (0.80)
Arabic Language	35.7	50.0	14.3	0.0	0.0	4.21 (0.70)
Mathematics	23.1	46.2	15.4	7.7	7.7	3.69 (1.18)
Science	0.0	50.0	50.0	0.0	0.0	3.50 (0.52)
Social Studies	33.3	50.0	16.7	0.0	0.0	4.17 (0.72)
English Language	0.0	20.0	26.7	6.7	46.7	2.20 (1.27)

Item IIB 21d: To what degree does your student assessment plan use techniques and instruments such as teacher observation?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	25.0	40.0	20.0	15.0	0.0	3.75 (1.02)
Arabic Language	28.6	35.7	28.6	0.0	7.1	3.79 (1.12)
Mathematics	15.4	46.2	23.1	7.7	7.7	3.54 (1.13)
Science	0.0	30.8	38.5	15.4	15.4	2.85 (1.07)
Social Studies	16.7	41.7	8.3	25.0	8.3	3.33 (1.30)
English Language	0.0	25.0	50.0	25.0	0.0	3.00 (0.73)

Item IIB 22a: To what degree do your tests assess recall of facts?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	25.0	65.0	10.0	0.0	0.0	4.15 (0.59)
Arabic Language	21.4	64.3	14.3	0.0	0.0	4.07 (0.62)
Mathematics	0.0	69.2	23.1	0.0	7.7	3.54 (0.88)
Science	30.8	30.8	30.8	7.7	0.0	3.85 (0.99)
Social Studies	33.3	58.3	8.3	0.0	0.0	4.25 (0.62)
English Language	0.0	18.8	37.5	37.5	6.3	2.69 (0.87)

Item IIB 22b: To what degree do your tests assess comprehension?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	25.0	55.0	15.0	5.0	0.0	4.00 (0.80)
Arabic Language	20.0	60.0	20.0	0.0	0.0	4.00 (0.66)
Mathematics	0.0	53.8	38.5	0.0	7.7	3.39 (0.87)
Science	7.7	38.5	46.2	0.0	7.7	3.39 (0.96)
Social Studies	25.0	25.0	50.0	0.0	0.0	3.75 (0.87)
English Language	18.8	68.8	12.5	0.0	0.0	4.06 (0.57)

Item IIB 22c: To what degree do your tests assess ability to analyze?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	21.1	31.6	36.8	10.5	0.0	3.63 (0.96)
Arabic Language	20.0	46.7	33.3	0.0	0.0	3.87 (0.74)
Mathematics	0.0	61.5	38.5	0.0	0.0	3.62 (0.51)
Science	0.0	23.1	38.5	30.8	7.7	2.77 (0.93)
Social Studies	8.3	25.0	33.3	33.3	0.0	3.08 (1.00)
English Language	0.0	6.3	43.8	37.5	12.5	2.44 (0.81)

Item IIB 22d: To what degree do your tests assess ability to apply?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	20.0	40.0	30.0	10.0	0.0	3.70 (0.92)
Arabic Language	20.0	53.3	26.7	0.0	0.0	3.93 (0.70)
Mathematics	0.0	61.5	30.8	0.0	7.7	3.46 (0.88)
Science	0.0	15.4	38.5	38.5	7.7	2.62 (0.87)
Social Studies	8.3	16.7	50.0	16.7	8.3	3.00 (1.04)
English Language	0.0	12.5	50.0	31.3	6.3	2.69 (0.79)

Item IIB 22e: To what degree do your tests assess problem-solving?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	10.5	52.6	26.3	10.5	0.6	3.63 (0.83)
Arabic Language	20.0	40.0	26.7	13.3	0.0	3.67 (0.98)
Mathematics	0.0	63.6	27.3	9.1	0.0	3.55 (0.69)
Science	7.7	15.4	30.8	30.8	15.4	2.69 (1.18)
Social Studies	0.0	0.0	50.0	33.3	16.7	2.33 (0.78)
English Language	0.0	6.3	43.8	25.0	25.0	2.31 (0.95)

Item IIB 23: To what degree are tests used to provide data from which reports to parents and transcripts are prepared?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	31.6	42.1	21.1	5.3	0.0	4.00 (0.88)
Arabic Language	20.0	46.7	33.3	0.0	0.0	3.87 (0.74)
Mathematics	36.4	63.6	0.0	0.0	0.0	4.36 (0.51)
Science	27.3	54.5	18.2	0.0	0.0	4.09 (0.70)
Social Studies	41.7	41.7	8.3	8.3	0.0	4.17 (0.94)
English Language	0.0	37.5	18.8	25.0	18.8	2.75 (1.18)

Item IIB 24: To what degree do the existing examinations in your school and school district account for individual differences of students?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	18.8	50.0	31.3	0.0	0.0	3.88 (0.72)
Arabic Language	15.4	53.8	30.8	0.0	0.0	3.85 (0.69)
Mathematics	23.1	53.8	23.1	0.0	0.0	4.00 (0.71)
Science	0.0	33.3	58.3	8.3	0.0	3.25 (0.62)
Social Studies	16.7	58.3	8.3	8.3	8.3	3.67 (1.16)
English Language	0.0	43.8	31.3	18.8	6.3	3.13 (0.96)

Item IIB 25: To what degree are regular teacher meetings held to discuss problems of implementation and improvement of the Omani curriculum?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	25.0	40.0	10.0	20.0	5.0	3.60 (1.23)
Arabic Language	6.7	60.0	33.3	0.0	0.0	3.73 (0.59)
Mathematics	7.7	53.8	30.8	7.7	0.0	3.62 (0.77)
Science	8.3	8.3	58.3	8.3	16.7	2.83 (1.12)
Social Studies	8.3	50.0	16.7	8.3	16.7	3.25 (1.29)
English Language	12.5	37.5	37.5	12.5	0.0	3.50 (0.89)

Item IIB 26: To what extent is student assessment used in revising and improving instructional activities?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	21.1	26.3	31.6	10.5	10.5	3.37 (1.26)
Arabic Language	20.0	53.3	26.7	0.0	0.0	3.93 (0.70)
Mathematics	7.7	61.5	30.8	0.0	0.0	3.77 (0.60)
Science	7.7	23.1	30.8	30.8	7.7	2.92 (1.12)
Social Studies	0.0	33.3	50.0	8.3	8.3	3.08 (0.90)
English Language	0.0	25.0	56.3	6.3	12.5	2.94 (0.93)

Item IIB 27: To what degree are final tests used to provide a basis on which grades for the course are assigned?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	35.0	55.0	5.0	5.0	0.0	4.20 (0.77)
Arabic Language	20.0	66.7	13.3	0.0	0.0	4.07 (0.59)
Mathematics	38.5	38.5	23.1	0.0	0.0	4.15 (0.80)
Science	30.8	38.5	23.1	7.7	0.0	3.92 (0.95)
Social Studies	58.3	33.3	8.3	0.0	0.0	4.50 (0.67)
English Language	0.0	25.0	62.5	12.5	0.0	3.13 (0.62)

Item IIB 28: To what degree does your assessment plan reflect balanced emphasis among conceptual schemes, process skills, social aspects of social studies, and values and attitudes?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	25.0	30.0	25.0	20.0	0.0	3.60 (1.10)
Arabic Language	6.7	60.0	33.3	0.0	0.0	3.73 (0.59)
Mathematics	7.7	46.2	30.8	15.4	0.0	3.46 (0.88)
Science	0.0	53.8	30.8	7.7	7.7	3.31 (0.95)
Social Studies	8.3	41.7	41.7	0.0	8.3	3.42 (1.00)
English Language	0.0	25.0	56.3	18.8	0.0	3.06 (0.68)

Part II Section B
Classroom Activities: Method of Instruction and Student Assessment
(Administrator)

Item IIB	Response*					
	5	4	3	2	1	Mean (sd)
	%	%	%	%	%	
1. When teaching assignments are made, to what degree is consideration given to factors such as:						
a. academic background of teachers?	54.7	28.3	13.8	2.5	0.6	4.34 (0.86)
b. teaching experience?	37.7	42.2	14.9	1.9	3.2	4.09 (0.95)
c. preference of teachers?	37.6	40.9	15.4	3.4	2.7	4.07 (0.95)
2. To what degree are the test instructions clear and explicit?	20.6	60.6	14.2	3.9	0.6	3.97 (0.75)
3. To what extent do you provide a continual (daily, lesson-by-lesson, or unit-by-unit) evaluation of students in a formative manner?	25.5	54.9	15.7	3.3	0.7	4.01 (0.78)
4. To what extent are students encouraged to develop investigations on their own?	13.0	37.0	35.8	11.1	3.1	3.46 (0.96)
5. To what extent do you use the different methods of instruction suggested in the curriculum to suit below average, average, and superior students?	16.4	47.2	27.0	7.5	1.9	3.69 (0.90)
6. To what degree have preparatory school teachers received In-Service or other training assessment and performance measures?	11.4	32.3	32.3	19.6	4.4	3.27 (1.04)
7. To what extent are students encouraged to question evidence, challenge loose thinking and develop hypotheses as an accepted part of classroom behavior?	12.5	23.7	33.1	20.6	10.0	3.08 (1.16)
8. To what extent is the assessment method used throughout instruction designed to provide:						
a. interm reports of student progress?	36.7	43.0	13.3	6.3	0.6	4.09 (0.90)
b. specific diagnoses of student strengths and weaknesses?	40.4	42.9	12.2	4.5	0.6	4.17 (0.86)
c. information to both the student and the teacher?	21.0	45.5	24.5	7.0	2.1	3.76 (0.93)
9. To what extent are the tests designed to avoid reading rate and comprehension contamination?	13.3	45.6	28.5	8.9	3.8	3.56 (0.96)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIB con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
10. To what degree do teachers' schedules include adequate time to make preparations for field and practical activities, as well as for classroom teaching?	17.0	23.9	24.5	18.2	16.4	3.07 (1.33)
11. To what degree does the teacher explain to the students the specific competencies (i.e., behaviors, skills, and concepts) that the students are to attain?	13.1	50.0	30.0	5.6	1.2	3.68 (0.82)
12. To what extent is assessment of student achievement made in terms of success in meeting objectives specified by the curriculum?	15.7	51.6	26.4	6.3	0.0	3.77 (0.79)
13. To what degree do your classroom procedures conform with the objectives of the course?	18.5	56.7	21.7	3.2	0.0	3.90 (0.72)
14. To what extent are the test items clear and concise?	34.0	50.0	12.8	2.6	0.6	4.14 (0.78)
15. To what extent does the school library (if any) include a good selection of professional books, periodicals, newsletters, or other current subject matter information?	16.7	21.3	27.3	20.7	14.0	3.06 (1.29)
16. To what degree do you prefer that the tests in preparatory school be made by:						
a. teachers?	43.0	23.0	20.7	6.7	6.7	3.89 (1.23)
b. the school?	28.1	39.8	14.8	11.7	5.5	3.73 (1.15)
c. the school district?	37.8	18.9	21.0	9.8	12.6	3.59 (1.40)
17. To what degree are the tests representative of different test item types (eg. true-false, completions, multiple choice, etc.)?	32.9	54.5	11.9	0.0	0.7	4.19 (0.69)
18. To what degree does studying society help students improve their communication skills through activities such as listening, reading, writting, and logical thinking?	21.4	62.3	13.8	1.9	0.6	4.02 (0.70)
19. To what extent do tests contain a few items simple enough for all students to answer?	15.2	50.6	25.9	7.0	1.3	3.72 (0.85)
20. To what degree are test grades based on:						
a. criterion reference?	19.3	27.3	30.0	12.7	10.7	3.32 (1.23)
b. normative reference?	53.1	29.4	14.4	2.5	0.6	4.32 (0.86)
21. To what degree does your student assessment plan use techniques and instruments such as the following:						
a. non-written performance tests?	13.9	25.2	33.8	17.9	9.3	3.17 (1.16)
b. objective tests?	31.2	49.4	14.9	3.2	1.3	4.06 (0.84)
c. essay examination?	22.1	39.6	28.9	8.7	0.7	3.74 (0.93)
d. teacher observation?	25.0	37.5	21.7	11.2	4.6	3.67 (1.11)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIB con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
22. To what degree do your tests assess:						
a. recall of facts?	32.7	46.2	19.9	0.6	0.6	4.10 (0.78)
b. comprehension?	37.4	45.8	13.5	3.2	0.0	4.17 (0.78)
c. ability to analyze?	22.0	42.1	25.8	8.2	1.9	3.74 (0.96)
d. ability to apply?	24.8	43.8	21.6	9.8	0.0	3.84 (0.91)
e. problem-solving?	21.6	31.4	32.7	8.5	5.9	3.54 (1.10)
23. To what degree are tests used to provide data from which reports to parents and transcripts are prepared?	45.4	40.1	12.5	0.7	1.3	4.28 (0.81)
24. To what degree do the existing examinations in your school and school district account for individual differences of students?	26.1	54.1	15.3	3.8	0.6	4.01 (0.79)
25. To what degree are regular teacher meetings held to discuss problems of implementation and improvement of the Omani curriculum?	23.1	42.5	23.7	9.4	1.2	3.77 (0.95)
26. To what extent is student assessment used in revising and improving instructional activities?	14.5	53.5	22.6	6.9	2.5	3.70 (0.89)
27. To what degree are final tests used to provide a basis on which grades for the course are assigned?	42.4	44.3	9.5	1.9	1.9	4.23 (0.85)
28. To what degree does your assessment plan reflect balanced emphasis among conceptual schemes, process skills, social aspects of social studies, and values and attitudes?	13.8	55.3	23.3	6.3	1.3	3.74 (0.82)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Part II Section C
Human and Physical Resources:
Staff, Equipment, Facilities, and Materials
(Teacher)

Item IIC 1: To what extent are the classrooms adequate in number and size for the number of students in the class?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	40.6	28.1	17.2	10.9	3.1	3.92 (1.14)
Arabic Language	36.2	28.6	18.9	8.6	7.6	3.77 (1.24)
Mathematics	34.8	23.4	23.4	12.0	6.3	3.68 (1.24)
Science	34.3	28.5	22.6	11.7	2.9	3.80 (1.13)
Social Studies	23.9	32.4	22.5	12.0	9.2	3.50 (1.24)
English Language	22.8	48.1	19.0	8.9	1.3	3.82 (0.93)

Item IIC 2a: To what degree are adequate quantities of books for teachers provided?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	13.1	26.9	21.5	16.9	21.5	2.93 (1.35)
Arabic Language	8.7	25.7	19.1	18.6	27.9	2.69 (1.35)
Mathematics	2.5	10.6	14.9	23.0	49.1	1.94 (1.14)
Science	3.7	13.2	22.8	26.5	33.8	2.27 (1.17)
Social Studies	1.4	12.5	18.1	29.2	38.9	2.08 (1.09)
English Language	76.1	20.8	1.9	0.6	0.6	4.71 (0.60)

Item IIC 2b: To what degree are adequate quantities of books for students provided?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	12.4	20.7	24.0	19.8	23.1	2.79 (1.34)
Arabic Language	9.7	18.8	22.2	19.3	30.1	2.59 (1.35)
Mathematics	3.3	11.2	12.5	25.7	47.4	1.97 (1.16)
Science	4.5	10.6	25.8	24.2	34.8	2.26 (1.18)
Social Studies	4.3	12.3	17.4	28.3	37.7	2.17 (1.19)
English Language	68.6	26.4	4.4	0.0	0.6	4.62 (0.63)

Item IIC 3: To what degree are non-specialized teachers used to teach in the preparatory school?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	8.7	15.0	18.9	25.2	32.3	2.43 (1.31)
Arabic Language	9.9	14.8	18.7	20.3	36.3	2.42 (1.37)
Mathematics	5.1	13.9	25.9	24.7	30.4	2.39 (1.20)
Science	5.1	13.1	23.4	26.3	32.1	2.33 (1.20)
Social Studies	5.5	10.3	24.8	16.6	42.8	2.19 (1.25)
English Language	4.0	8.6	18.5	17.9	51.0	1.97 (1.19)

Item IIC 4: To what extent does your school district have sufficient number of qualified supervisory personnel to assist in implementing the Omani curriculum?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	49.2	39.2	6.9	3.1	1.5	4.32 (0.85)
Arabic Language	44.3	35.1	13.5	2.7	4.3	4.12 (1.03)
Mathematics	23.7	36.9	18.1	6.3	15.0	3.48 (1.33)
Science	33.1	39.7	16.2	7.4	3.7	3.91 (1.06)
Social Studies	29.9	40.3	20.8	5.6	3.5	3.88 (1.02)
English Language	28.8	50.6	9.0	5.8	5.8	3.91 (1.06)

Item IIC 5a: Rate the rooms where you teach your course relative to the following characteristic: Proper Ventilation.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	58.0	28.2	9.2	3.1	1.5	4.38 (0.89)
Arabic Language	50.8	30.1	12.0	3.3	3.8	4.21 (1.03)
Mathematics	46.6	24.8	15.5	7.5	5.6	3.99 (1.20)
Science	46.4	34.1	12.3	3.6	3.6	4.16 (1.02)
Social Studies	40.7	37.2	14.5	2.8	4.8	4.06 (1.05)
English Language	48.4	36.9	8.9	4.5	1.3	4.27 (0.89)

Item IIC 5b: Rate the rooms where you teach your course relative to the following characteristic: Electrical outlets where needed.

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	43.7	32.5	15.9	4.0	4.0	4.08 (1.06)
Arabic Language	46.1	26.4	12.9	9.6	5.1	3.99 (1.20)
Mathematics	33.3	27.7	15.7	12.6	10.7	3.60 (1.35)
Science	35.8	37.3	12.7	9.0	5.2	3.90 (1.15)
Social Studies	31.3	31.3	20.1	9.0	8.3	3.68 (1.24)
English Language	44.2	35.1	9.7	3.2	7.8	4.05 (1.17)

Item IIC 5c: Rate the rooms where you teach your course relative to the following characteristic: Room darkening capability.

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	18.1	24.4	25.2	15.0	17.3	3.11 (1.35)
Arabic Language	24.2	19.7	25.3	14.6	16.3	3.21 (1.39)
Mathematics	11.5	19.1	21.7	19.7	28.0	2.66 (1.37)
Science	20.4	16.8	23.4	19.7	19.7	2.99 (1.41)
Social Studies	10.5	15.4	23.8	23.8	26.6	2.59 (1.31)
English Language	9.7	22.6	16.1	16.1	35.5	2.55 (1.42)

Item IIC 5d: Rate the rooms where you teach your course relative to the following characteristic: Adequate facilities for large and small group instruction and independent study.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	27.0	28.6	23.8	11.1	9.5	3.52 (1.26)
Arabic Language	26.3	28.6	22.3	14.9	8.0	3.50 (1.25)
Mathematics	12.3	16.2	29.2	21.4	20.8	2.78 (1.29)
Science	12.6	18.5	34.1	24.4	10.4	2.99 (1.17)
Social Studies	11.3	22.7	28.4	22.7	14.9	2.93 (1.23)
English Language	9.5	35.4	29.7	11.4	13.9	3.15 (1.18)

Item IIC 5e: Rate the rooms where you teach your course relative to the following characteristic: Adequate space for storing equipment and materials.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	24.6	24.6	23.1	13.8	13.8	3.32 (1.35)
Arabic Language	23.0	29.5	19.7	15.8	12.0	3.36 (1.32)
Mathematics	11.9	13.1	28.1	18.8	28.1	2.62 (1.34)
Science	17.7	29.2	27.0	15.3	10.9	3.27 (1.23)
Social Studies	7.6	12.5	22.9	30.6	26.4	2.44 (1.22)
English Language	15.8	19.6	24.1	17.7	22.8	2.88 (1.38)

Item IIC 5f: Rate the rooms where you teach your course relative to the following characteristic: Adequate space for student project work.

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	16.3	37.2	17.8	17.8	10.9	3.30 (1.25)
Arabic Language	18.6	27.3	21.9	18.0	14.2	3.18 (1.32)
Mathematics	5.6	16.8	24.8	24.8	28.0	2.47 (1.22)
Science	10.7	13.7	31.3	27.5	16.8	2.74 (1.21)
Social Studies	4.1	7.6	21.4	35.2	31.7	2.17 (1.09)
English Language	10.3	20.6	25.2	16.8	27.1	2.70 (1.34)

Item IIC 6: To what extent are teachers instructed in the use of equipment and materials?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	18.8	26.6	28.9	14.8	10.9	3.27 (1.24)
Arabic Language	15.3	26.2	27.3	16.9	14.2	3.12 (1.27)
Mathematics	5.7	15.1	26.4	24.5	28.3	2.45 (1.21)
Science	7.5	20.9	31.3	24.6	15.7	2.80 (1.16)
Social Studies	4.2	16.1	30.8	26.6	22.4	2.53 (1.13)
English Language	25.8	57.4	9.7	3.9	3.2	3.99 (0.90)

Item IIC 7: To what degree are preparatory school teachers given released time for In-Service training to implement the Omani curriculum?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	10.2	25.0	24.2	20.3	20.3	2.84 (1.29)
Arabic Language	16.2	20.7	22.3	20.1	20.7	2.92 (1.37)
Mathematics	5.0	13.1	20.6	26.2	35.0	2.27 (1.21)
Science	7.6	15.2	26.5	26.5	24.2	2.55 (1.23)
Social Studies	4.1	14.5	29.0	26.9	25.5	2.45 (1.14)
English Language	13.0	44.8	26.0	7.1	9.1	3.46 (1.10)

Item IIC 8: To what extent are teachers responsible for the selection of equipment and materials?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	27.9	30.2	24.8	10.9	6.2	3.63 (1.18)
Arabic Language	21.3	31.5	27.0	12.9	7.3	3.47 (1.18)
Mathematics	12.3	27.9	29.2	18.2	12.3	3.10 (1.20)
Science	10.4	33.6	28.4	21.6	6.0	3.21 (1.08)
Social Studies	4.2	29.4	37.1	16.8	12.6	2.96 (1.07)
English Language	8.3	36.5	17.3	12.2	25.6	2.90 (1.36)

Item IIC 9: To what extent does the Ministry of Education contribute to the professional improvement of the preparatory school teachers?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	29.0	35.9	20.6	9.9	4.6	3.75 (1.12)
Arabic Language	27.0	32.6	22.5	8.4	9.6	3.59 (1.24)
Mathematics	10.8	27.8	33.5	16.5	11.4	3.10 (1.15)
Science	11.9	37.0	30.4	14.8	5.9	3.34 (1.06)
Social Studies	10.4	38.2	34.7	8.3	8.3	3.34 (1.05)
English Language	19.7	43.9	21.7	10.2	4.5	3.64 (1.05)

Item IIC 10a: To what degree are suitable types of basic audio/visual equipment and instructional aids provided for and readily available to teachers for instructional purposes?

	Fully	Graet Extent	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	27.7	26.2	22.3	8.5	15.4	3.42 (1.38)
Arabic Language	39.8	37.4	11.1	8.2	3.5	4.02 (1.08)
Mathematics	6.3	20.0	23.7	23.1	26.9	2.56 (1.25)
Science	11.9	28.0	31.8	16.7	9.8	3.19 (1.17)
Social Studies	9.0	18.6	37.2	17.2	17.9	2.83 (1.19)
English Language	23.4	44.8	22.1	6.5	3.2	3.79 (0.98)

Item IIC 10b: To what degree are suitable types of basic audio/visual equipment and instructional aids provided for and readilty available to students for project work?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	16.7	22.2	27.8	13.5	19.8	3.02 (1.35)
Arabic Language	14.0	25.1	24.6	18.4	17.9	2.99 (1.31)
Mathematics	3.1	12.6	20.1	28.9	35.2	2.20 (1.14)
Science	2.3	18.0	31.6	29.3	18.8	2.56 (1.06)
Social Studies	3.5	13.2	33.3	28.5	21.5	2.49 (1.08)
English Language	8.7	20.8	26.8	20.8	22.8	2.72 (1.27)

Item IIC 10c: To what degree are suitable types of basic audio/visual equipment and instructional aids provided for and readily available to students for team work?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	13.4	26.0	25.2	17.3	18.1	2.99 (1.31)
Arabic Language	12.4	22.0	28.2	15.8	21.5	2.88 (1.32)
Mathematics	3.8	15.7	23.9	23.3	33.3	2.33 (1.20)
Science	4.5	21.1	31.6	22.6	20.3	2.67 (1.15)
Social Studies	6.3	12.5	29.9	27.1	24.3	2.49 (1.17)
English Language	7.8	22.2	30.1	20.3	19.6	2.78 (1.22)

Item IIC 10d: To what degree are suitable types of basic audio/visual equipment and instructional aids provided for and readily available to students for individual work, both during and outside of classroom time?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	11.7	26.6	17.2	23.4	21.1	2.84 (1.34)
Arabic Language	7.8	27.2	21.7	18.3	25.0	2.74 (1.31)
Mathematics	4.5	11.5	17.8	27.4	38.9	2.15 (1.19)
Science	3.7	11.2	17.2	25.4	42.5	2.08 (1.18)
Social Studies	2.1	13.2	27.8	23.6	33.3	2.27 (1.12)
English Language	7.3	23.3	24.7	20.7	24.0	2.69 (1.27)

Item IIC 11: To what extent are items of audio/visual equipment available for immediate use?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	14.8	28.1	25.0	13.3	18.8	3.07 (1.33)
Arabic Language	10.7	24.7	29.2	15.7	19.7	2.91 (1.27)
Mathematics	4.4	15.1	22.0	23.3	35.2	2.30 (1.22)
Science	4.5	21.8	30.8	27.8	15.0	2.73 (1.10)
Social Studies	5.7	12.1	24.8	28.4	29.1	2.37 (1.19)
English Language	18.7	36.8	16.8	10.3	17.4	3.29 (1.36)

Item IIC 12: How adequate are the school's policies for reviewing teacher assignments in terms of academic teaching and other qualifications?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	32.8	37.5	25.0	3.9	0.8	3.98 (0.90)
Arabic Language	27.3	36.9	21.6	6.8	7.4	2.91 (1.27)
Mathematics	19.5	32.7	21.4	11.3	15.1	3.30 (1.32)
Science	23.9	39.6	18.7	12.7	5.2	3.64 (1.13)
Social Studies	18.1	38.2	23.6	11.8	8.3	3.46 (1.16)
English Language	17.2	34.4	24.8	8.9	14.6	3.31 (1.27)

Item IIC 13: To what degree does your school district conduct In-Service workshops in implementing the Omani curriculum?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	20.3	32.8	31.3	10.9	4.7	3.53 (1.08)
Arabic Language	26.7	29.0	29.0	10.8	4.5	3.63 (1.12)
Mathematics	8.1	28.6	36.6	18.0	8.7	3.09 (1.07)
Science	10.4	35.8	41.0	10.4	2.2	3.42 (0.90)
Social Studies	12.5	34.0	38.2	11.8	3.5	3.40 (0.97)
English Language	15.6	36.4	30.5	9.7	7.8	3.42 (1.11)

Item IIC 14: To what extent have the preparatory school teachers participated in seminars, In-service training and workshops dealing with recent developments in education?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	20.3	28.1	34.4	10.9	6.3	3.45 (1.12)
Arabic Language	25.9	32.8	25.3	9.2	6.9	3.62 (1.17)
Mathematics	10.6	28.0	34.2	17.4	9.9	3.12 (1.13)
Science	9.8	35.3	36.8	12.8	5.3	3.32 (1.00)
Social Studies	9.8	39.9	28.7	14.7	7.0	3.31 (1.06)
English Language	19.4	45.8	22.6	9.0	3.2	3.69 (0.99)

Item IIC 15: To what extent are the mateials, equipment, and services in the school room kept in good working order?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	25.6	36.8	20.8	8.0	8.8	3.62 (1.20)
Arabic Language	22.4	32.7	18.2	17.6	9.1	3.42 (1.26)
Mathematics	8.7	25.0	26.2	20.6	19.4	2.83 (1.25)
Science	19.4	38.8	27.6	9.7	4.5	3.59 (1.05)
Social Studies	7.6	30.6	26.4	20.1	15.3	2.95 (1.20)
English Language	21.9	43.9	18.1	7.1	9.0	3.63 (1.17)

Item IIC 16: To what extent do teachers work with other teachers to coordinate teaching according to the Omani curriculum quidelines?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	28.8	35.6	19.7	12.1	3.8	3.74 (1.12)
Arabic Language	26.5	32.9	21.2	11.2	8.2	3.58 (1.22)
Mathematics	14.4	26.9	31.3	14.4	13.1	3.15 (1.22)
Science	14.9	38.1	27.6	14.2	5.2	3.43 (1.07)
Social Studies	13.2	36.8	27.8	13.9	8.3	3.33 (1.13)
English Language	18.7	31.0	31.6	7.7	11.0	3.39 (1.20)

Item IIC 17: How adequate do you think the preparation of the teachers in learning theory and current teaching methods is in order to implement the Omani curriculum?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	34.4	43.5	16.8	5.3	0.0	4.07 (0.85)
Arabic Language	35.5	39.1	16.0	5.9	3.6	3.97 (1.04)
Mathematics	22.6	42.8	25.2	6.9	2.5	3.76 (0.96)
Science	24.1	47.4	22.6	6.0	0.0	3.90 (0.84)
Social Studies	13.1	49.7	29.0	5.5	2.8	3.65 (0.88)
English Language	18.4	50.0	25.0	4.6	2.0	3.78 (0.87)

Item IIC 18: How adequate do you think the professional preparation of the teachers is, with regard to the subject-matter?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	42.0	42.7	15.3	0.0	0.0	4.27 (0.71)
Arabic Language	32.5	39.1	20.1	6.5	1.8	3.94 (0.97)
Mathematics	15.7	47.8	24.5	9.4	2.5	3.65 (0.94)
Science	11.1	55.1	25.7	7.4	0.0	3.71 (0.77)
Social Studies	16.6	54.5	24.8	2.1	2.1	3.81 (0.81)
English Language	25.2	58.9	11.9	3.3	0.7	4.05 (0.75)

Part II Section C
Human and Physical Resources:
Staf, Equipment, Facilities, and Materials
(Supervisor)

Item IIC 1: To what extent are the classrooms adequate in number and size for the number of students in the class?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	40.0	40.0	20.0	0.0	0.0	4.20 (0.77)
Arabic Language	26.7	53.3	20.0	0.0	0.0	4.07 (0.70)
Mathematics	15.4	76.9	7.7	0.0	0.0	4.08 (0.49)
Science	7.7	53.8	38.5	0.0	0.0	3.69 (0.63)
Social Studies	33.7	66.7	0.0	0.0	0.0	4.33 (0.49)
English Language	0.0	75.0	12.5	0.0	12.5	3.50 (1.03)

Item IIC 2a: To what degree are adequate quantities of books for teachers provided?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	5.0	15.0	20.0	50.0	10.0	2.55 (1.05)
Arabic Language	6.7	33.3	13.3	40.0	6.7	2.93 (1.16)
Mathematics	7.7	15.4	30.8	7.7	38.5	2.46 (1.39)
Science	0.0	0.0	23.1	38.5	38.5	1.85 (0.80)
Social Studies	8.3	0.0	33.3	25.0	33.3	2.25 (1.22)
English Language	75.0	25.0	0.0	0.0	0.0	4.75 (0.45)

Item IIC 2b: To what degree are adequate quantities of books for students provided?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	10.5	5.3	31.6	26.3	26.3	2.47 (1.26)
Arabic Language	7.1	14.3	42.9	35.7	0.0	2.93 (0.92)
Mathematics	7.7	7.7	30.8	15.4	38.5	2.31 (1.32)
Science	0.0	0.0	27.3	45.5	27.3	2.00 (0.78)
Social Studies	9.1	0.0	27.3	27.3	36.4	2.18 (1.25)
English Language	75.0	25.0	0.0	0.0	0.0	4.75 (0.45)

Item IIC 3: To what degree are non-specialized teachers used to teach in the preparatory school?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	5.0	20.0	35.0	20.0	20.0	2.70 (1.17)
Arabic Language	0.0	14.3	42.9	35.7	7.1	2.64 (0.84)
Mathematics	7.7	0.0	23.1	38.5	30.8	2.15 (1.14)
Science	0.0	0.0	46.2	23.1	30.8	2.15 (0.90)
Social Studies	8.3	8.3	8.3	25.0	50.0	2.00 (1.35)
English Language	0.0	0.0	18.8	12.5	68.8	1.50 (0.82)

Item IIC 4: To what extent does your school district have sufficient number of qualified supervisory personnel to assist in implementing the Omani curriculum?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	30.0	45.0	20.0	0.0	5.0	3.95 (1.00)
Arabic Language	46.7	46.7	6.7	0.0	0.0	4.40 (0.63)
Mathematics	15.4	30.8	23.1	23.1	7.7	3.23 (1.24)
Science	15.4	23.1	23.1	30.8	7.7	3.08 (1.26)
Social Studies	58.3	8.3	16.7	16.7	0.0	4.08 (1.24)
English Language	18.8	50.0	18.8	6.3	6.3	3.69 (1.08)

Item IIC 5a: Rate the rooms where you teach your course relative to the following characteristic: Proper Ventilation.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	50.0	40.0	10.0	0.0	0.0	4.40 (0.68)
Arabic Language	46.7	53.3	0.0	0.0	0.0	4.47 (0.52)
Mathematics	30.8	61.5	7.7	0.0	0.0	4.23 (0.60)
Science	23.1	61.5	15.4	0.0	0.0	4.08 (0.64)
Social Studies	50.0	41.7	8.3	0.0	0.0	4.42 (0.67)
English Language	31.3	31.3	31.3	6.3	0.0	3.88 (0.96)

Item IIC 5b: Rate the rooms where you teach your course relative to the following characteristic: Electrical outlets where needed.

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	40.0	40.0	15.0	5.0	0.0	4.15 (0.88)
Arabic Language	40.0	33.3	26.7	0.0	0.0	4.13 (0.83)
Mathematics	15.4	46.2	38.5	0.0	0.0	3.77 (0.73)
Science	15.4	46.2	38.5	0.0	0.0	3.77 (0.73)
Social Studies	25.0	66.7	8.3	0.0	0.0	4.17 (0.58)
English Language	0.0	56.3	31.3	12.5	0.0	3.44 (0.73)

Item IIC 5c: Rate the rooms where you teach your course relative to the following characteristic: Room darkening capability.

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	10.0	35.0	30.0	10.0	15.0	3.15 (1.23)
Arabic Language	40.0	26.7	20.0	13.3	0.0	3.93 (1.10)
Mathematics	0.0	23.1	53.8	15.4	7.7	2.92 (0.86)
Science	0.0	23.1	30.8	23.1	23.1	2.54 (1.13)
Social Studies	8.3	33.3	41.7	0.0	16.7	3.17 (1.19)
English Language	0.0	12.5	12.5	37.5	37.5	2.00 (1.03)

Item IIC 5d: Rate the rooms where you teach your course relative to the following characteristic: Adequate facilities for large and small group instruction and independent study.

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	15.8	36.8	36.8	5.3	5.3	3.53 (1.02)
Arabic Language	6.7	60.0	26.7	6.7	0.0	3.67 (0.72)
Mathematics	0.0	38.5	46.2	15.4	0.0	3.23 (0.73)
Science	0.0	15.4	46.2	23.1	15.4	2.62 (0.96)
Social Studies	0.0	33.3	33.3	8.3	25.0	2.75 (1.22)
English Language	0.0	20.0	53.3	6.7	20.0	2.73 (1.03)

Item IIC 5e: Rate the rooms where you teach your course relative to the following characteristic: Adequate space for storing equipment and materials.

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	10.0	30.0	40.0	15.0	5.0	3.25 (1.02)
Arabic Language	13.3	60.0	13.3	13.3	0.0	3.73 (0.88)
Mathematics	7.7	15.4	46.2	23.1	7.7	2.92 (1.04)
Science	7.7	0.0	38.5	30.8	23.1	2.39 (1.12)
Social Studies	0.0	25.0	41.7	25.0	8.3	2.83 (0.94)
English Language	0.0	6.7	40.0	20.0	33.3	2.20 (1.01)

Item IIC 5f: Rate the rooms where you teach your course relative to the following characteristic: Adequate space for student project work.

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	15.0	15.0	50.0	10.0	10.0	3.15 (1.14)
Arabic Language	14.3	28.6	50.0	7.1	0.0	3.50 (0.86)
Mathematics	7.7	15.4	38.5	23.1	15.4	2.77 (1.17)
Science	0.0	7.7	38.5	30.8	23.1	2.31 (0.95)
Social Studies	8.3	0.0	33.3	33.3	25.0	2.33 (1.16)
English Language	0.0	0.0	40.0	26.7	33.3	2.07 (0.88)

Item IIC 6: To what extent are teachers instructed in the use of equipment and materials?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	20.0	15.0	40.0	20.0	5.0	3.25 (1.16)
Arabic Language	21.4	57.1	21.4	0.0	0.0	4.00 (0.68)
Mathematics	0.0	38.5	38.5	23.1	0.0	3.15 (0.80)
Science	0.0	46.2	15.4	15.4	23.1	2.85 (1.28)
Social Studies	0.0	16.7	25.0	41.7	16.7	2.42 (1.00)
English Language	20.0	66.7	13.3	0.0	0.0	4.07 (0.59)

Item IIC 7: To what degree are preparatory school teachers given released time for In-Service training to implement the Omani curriculum?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	15.0	20.0	35.0	25.0	5.0	3.15 (1.14)
Arabic Language	28.6	14.3	57.1	0.0	0.0	3.71 (0.91)
Mathematics	0.0	30.8	38.5	15.4	15.4	2.85 (1.07)
Science	0.0	15.4	46.2	7.7	30.8	2.46 (1.13)
Social Studies	0.0	16.7	25.0	58.3	0.0	2.58 (0.79)
English Language	33.3	33.3	26.7	6.7	0.0	3.93 (0.96)

Item IIC 8: To what extent are teachers responsible for the selection of equipment and materials?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	15.0	40.0	20.0	10.0	15.0	3.30 (1.30)
Arabic Language	13.3	73.3	13.3	0.0	0.0	4.00 (0.54)
Mathematics	7.7	38.5	30.8	23.1	0.0	3.31 (0.95)
Science	15.4	15.4	30.8	7.7	30.8	2.77 (1.48)
Social Studies	0.0	33.3	16.7	33.3	16.7	2.67 (1.16)
English Language	6.7	6.7	26.7	20.0	40.0	2.20 (1.27)

Item IIC 9: To what extent does the Ministry of Education contribute to the professional improvement of the preparatory school teachers?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	26.3	47.4	15.8	10.5	0.0	3.90 (0.94)
Arabic Language	20.0	60.0	20.0	0.0	0.0	4.00 (0.66)
Mathematics	0.0	53.8	38.5	7.7	0.0	3.46 (0.66)
Science	15.4	38.5	15.4	23.1	7.7	3.31 (1.25)
Social Studies	7.7	46.2	23.1	15.4	7.7	3.31 (1.11)
English Language	20.0	40.0	33.3	6.7	0.0	3.73 (0.88)

Item IIC 10a: To what degree are suitable types of basic audio/visual equipment and instructional aids provided for and readily available to teachers for instructional purposes?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	10.0	20.0	50.0	15.0	5.0	3.15 (0.99)
Arabic Language	0.0	46.7	46.7	6.7	0.0	3.40 (0.63)
Mathematics	0.0	30.8	30.8	23.1	15.4	2.77 (1.09)
Science	7.7	38.5	38.5	15.4	0.0	3.39 (0.87)
Social Studies	0.0	61.5	38.5	0.0	0.0	3.62 (0.51)
English Language	26.7	53.3	6.7	13.3	0.0	3.93 (0.96)

Item IIC 10b: To what degree are suitable types of basic audio/visual equipment and instructional aids provided for and readilty available to students for project work?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	5.0	30.0	35.0	25.0	5.0	3.05 (1.00)
Arabic Language	0.0	40.0	46.7	13.3	0.0	3.27 (0.70)
Mathematics	0.0	7.7	30.8	38.5	23.1	2.23 (0.93)
Science	0.0	7.7	46.2	38.5	7.7	2.54 (0.78)
Social Studies	0.0	23.1	53.8	15.4	7.7	2.92 (0.86)
English Language	0.0	13.3	40.0	13.3	33.3	2.33 (1.11)

Item IIC 10c: To what degree are suitable types of basic audio/visual equipment and instructional aids provided for and readily available to students for team work?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	5.0	35.0	35.0	15.0	10.0	3.10 (1.07)
Arabic Language	0.0	40.0	46.7	13.3	0.0	3.27 (0.70)
Mathematics	0.0	7.7	38.5	30.8	23.1	2.31 (0.95)
Science	0.0	8.3	25.0	66.7	0.0	2.42 (0.67)
Social Studies	0.0	23.1	38.5	30.8	7.7	2.77 (0.93)
English Language	0.0	20.0	33.3	20.0	26.7	2.47 (1.13)

Item IIC 10d: To what degree are suitable types of basic audio/visual equipment and instructional aids provided for and readily available to students for individual work, both during and outside of classroom time?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	0.0	15.0	35.0	25.0	25.0	2.40 (1.05)
Arabic Language	0.0	40.0	26.7	33.3	0.0	3.07 (0.88)
Mathematics	0.0	7.7	23.1	38.5	30.8	2.07 (0.95)
Science	0.0	15.4	0.0	53.8	30.8	2.00 (1.00)
Social Studies	0.0	30.8	15.4	23.1	30.8	2.46 (1.27)
English Language	0.0	6.7	20.0	20.0	53.3	1.80 (1.01)

Item IIC 11: To what extent are items of audio/visual equipment available for immediate use?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	5.0	25.0	30.0	25.0	15.0	2.80 (1.15)
Arabic Language	14.3	35.7	35.7	7.1	7.1	3.43 (1.09)
Mathematics	0.0	0.0	46.2	30.8	23.1	2.23 (0.83)
Science	7.7	15.4	38.5	23.1	15.4	2.77 (1.17)
Social Studies	0.0	7.7	23.1	38.5	30.8	2.08 (0.95)
English Language	6.7	53.3	26.7	0.0	13.3	3.40 (1.12)

Item IIC 12: How adequate are the school's policies for reviewing teacher assignments in terms of academic teaching and other qualifications?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	10.5	47.4	36.8	0.0	5.3	3.58 (0.90)
Arabic Language	21.4	71.4	7.1	0.0	0.0	4.14 (0.54)
Mathematics	7.7	53.8	30.8	7.7	0.0	3.62 (0.77)
Science	15.4	61.5	23.1	0.0	0.0	3.92 (0.64)
Social Studies	25.0	58.3	8.3	0.0	8.3	3.92 (1.08)
English Language	0.0	60.0	26.7	13.3	0.0	3.47 (0.74)

Item IIC 13: To what degree does your school district conduct In-Service workshops in implementing the Omani curriculum?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	20.0	35.0	45.0	0.0	0.0	3.75 (0.79)
Arabic Language	26.7	53.3	13.3	6.7	0.0	4.00 (0.85)
Mathematics	0.0	76.9	7.7	7.7	7.7	3.54 (0.97)
Science	7.7	38.5	23.1	15.4	15.4	3.08 (1.26)
Social Studies	25.0	33.3	25.0	16.7	0.0	3.67 (1.07)
English Language	33.3	53.3	13.3	0.0	0.0	4.20 (0.67)

Item IIC 14: To what extent have the preparatory school teachers participated in seminars, In-service training and workshops dealing with recent developments in education?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	15.0	45.0	40.0	0.0	0.0	3.75 (0.72)
Arabic Language	0.0	80.0	0.0	20.0	0.0	3.60 (0.83)
Mathematics	0.0	61.5	15.4	15.4	7.7	3.31 (1.03)
Science	0.0	53.8	15.4	15.4	15.4	3.08 (1.19)
Social Studies	30.8	30.8	30.8	7.7	0.0	3.85 (0.99)
English Language	31.3	56.3	12.5	0.0	0.0	4.19 (0.66)

Item IIC 15: To what extent are the mateials, equipment, and services in the school room kept in good working order?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	21.1	21.1	47.4	5.3	5.3	3.47 (1.07)
Arabic Language	14.3	42.9	28.6	7.1	7.1	3.50 (1.09)
Mathematics	0.0	33.3	50.0	8.3	8.3	3.08 (0.90)
Science	7.7	46.2	46.2	0.0	0.0	3.62 (0.65)
Social Studies	8.3	41.7	33.3	16.7	0.0	3.42 (0.90)
English Language	0.0	68.8	18.8	12.5	0.0	3.56 (0.73)

Item IIC 16: To what extent do teachers work with other teachers to coordinate teaching according to the Omani curriculum guidelines?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	15.8	31.6	31.6	5.3	15.8	3.26 (1.28)
Arabic Language	13.3	26.7	53.3	6.7	0.0	3.47 (0.83)
Mathematics	0.0	23.1	46.2	23.1	7.7	2.85 (0.90)
Science	7.7	0.0	53.8	38.5	0.0	2.77 (0.83)
Social Studies	16.7	25.0	25.0	25.0	8.3	3.17 (1.27)
English Language	0.0	43.8	37.5	12.5	6.3	3.19 (0.91)

Item IIC 17: How adequate do you think the preparation of the teachers in learning theory and current teaching methods is in order to implement the Omani curriculum?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	20.0	45.0	25.0	10.0	0.0	3.75 (0.91)
Arabic Language	6.7	60.0	33.3	0.0	0.0	3.73 (0.59)
Mathematics	15.4	46.2	38.5	0.0	0.0	3.77 (0.73)
Science	7.7	46.2	38.5	7.7	0.0	3.54 (0.78)
Social Studies	16.7	41.7	41.7	0.0	0.0	3.75 (0.75)
English Language	0.0	56.3	37.5	6.3	0.0	3.50 (0.63)

Item IIC 18: How adequate do you think the professional preparation of the teachers is, with regard to the subject-matter?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	20.0	60.0	20.0	0.0	0.0	4.00 (0.65)
Arabic Language	20.0	60.0	20.0	0.0	0.0	4.00 (0.66)
Mathematics	7.7	61.5	30.8	0.0	0.0	3.77 (0.60)
Science	7.7	38.5	46.2	7.7	0.0	3.46 (0.78)
Social Studies	30.8	23.1	30.8	15.4	0.0	3.69 (1.11)
English Language	0.0	68.8	25.0	6.3	0.0	3.63 (0.62)

Part II Section C
Human and Physical resources:
Staff, Equipment, Facilities, and Materials
(Administrator)

Item IIC	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent are the classrooms adequate in number and size for the number of students in the class?	32.9	37.9	18.6	4.3	6.2	3.87 (1.11)
2. To what degree are adequate quantities of the following provided:						
a. books for teachers?	8.7	13.1	34.4	25.0	18.8	2.68 (1.18)
b. books for students?	7.8	7.1	31.8	30.5	22.7	2.47 (1.15)
3. To what degree are non-specialized teachers used to teach in preparatory school?	7.0	12.7	20.9	24.1	35.4	2.32 (1.27)
4. To what extent does your school district have sufficient numbers of qualified supervisory personnel to assist in implementing the Omani curriculum?	27.3	39.8	18.6	12.4	1.9	3.78 (1.04)
5. Rate the rooms where you teach your course relative to the following characteristics:						
a. proper ventilation.	47.5	36.1	10.8	5.1	0.6	4.25 (0.89)
b. electrical outlets where needed.	31.8	39.5	15.9	6.4	6.4	3.84 (1.14)
c. room darkening capability.	10.2	23.6	27.4	16.6	22.3	2.83 (1.30)
d. adequate facilities for large and small group instruction and independent studies.	11.8	28.1	28.1	21.6	10.5	3.09 (1.18)
e. adequate space for storing equipment and materials.	11.5	19.2	26.9	21.2	21.2	2.79 (1.30)
f. adequate space for student project work.	3.8	16.7	30.1	26.3	23.1	2.52 (1.13)
6. To what extent are teachers instructed in the use of equipment and materials?	5.6	25.5	38.5	19.3	11.2	2.95 (1.06)
7. To what degree are preparatory school teachers given release time for In-Service education to implement the Omani curriculum?	9.4	25.8	39.6	13.2	11.9	3.08 (1.12)
8. To what extent are teachers responsible for the selection of equipment and materials?	7.5	37.9	32.9	13.7	8.1	3.23 (1.04)
9. To what extent does the Ministry of Education contribute to the professional improvement of the primary school teachers?	20.0	43.8	25.6	8.1	2.5	3.71 (0.96)
10. To what degree are suitable types of basic audio/visual equipment and instructional aids provided for and readily available to:						
a. teachers for instructional purposes?	13.2	28.3	30.2	17.0	11.3	3.15 (1.19)
b. students for project work?	8.4	22.6	29.7	22.6	16.8	2.83 (1.20)
c. students for team work?	6.9	21.9	30.0	24.4	16.9	2.78 (1.17)
d. students for individual work, both during and outside of classroom time?	6.4	10.9	25.0	28.8	28.8	2.37 (1.19)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = rarely

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Item IIC con't

	5 %	4 %	3 %	2 %	1 %	Mean (sd)
11. To what extent are items of audio/visual equipment available for immediate use?	5.7	27.8	32.3	21.5	12.7	2.92 (1.11)
12. How adequate are the school's policies for reviewing teacher assignments in terms of academic teaching and other qualifications?	30.9	56.2	9.9	1.9	1.2	4.14 (0.76)
13. To what degree does your school district conduct In-Service workshops in implementing the Omani curriculum?	23.5	41.4	28.4	5.6	1.2	3.80 (0.90)
14. To what extent have the preparatory school teachers participated in seminars, In-Service training and workshops dealing with recent developments in education?	23.0	37.3	29.8	8.1	1.9	3.71 (0.97)
15. To what extent are the materials, equipment, and services in the school room kept in good working order?	15.1	43.4	25.8	10.7	5.0	3.53 (1.04)
16. To what extent do teachers work with other teachers to coordinate teaching according to the Omani curriculum guidelines?	14.2	37.7	33.3	9.3	5.6	3.46 (1.03)
17. How adequate do you think the preparation of the teachers in learning theory and current teaching methods is in order to implement the Omani curriculum?	11.9	53.7	28.1	5.0	1.2	3.70 (0.79)
18. How adequate do you think the professional preparation of the teachers is, with regard to the subject matter?	14.5	61.6	20.8	3.1	0.0	3.87 (0.68)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Part II Section D
Textbooks
(Teacher)

Item D 1a: To what degree does the textbook reflect the instructional objectives of the curriculum?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	41.3	41.3	12.7	2.4	2.4	4.17 (0.91)
Arabic Language	33.7	40.1	20.9	3.5	1.7	4.01 (0.92)
Mathematics	13.2	39.0	32.7	8.2	6.9	3.43 (1.05)
Science	18.4	45.6	30.9	4.4	0.7	3.77 (0.83)
Social Studies	26.4	47.9	22.2	3.5	0.0	3.97 (0.79)
English Language	20.8	64.3	11.0	2.6	1.3	4.01 (0.74)

Item D 1b: To what degree does the textbook conform to the developmental stages of the students in terms of vocabulary, readability, and facilitating understanding?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	31.8	42.6	20.9	3.9	0.8	4.01 (0.87)
Arabic Language	20.3	37.8	23.8	11.0	7.0	3.54 (1.14)
Mathematics	9.5	37.3	28.5	17.1	7.6	3.24 (1.09)
Science	10.3	41.9	38.2	8.8	0.7	3.52 (0.83)
Social Studies	18.6	38.6	27.9	11.4	3.6	3.57 (1.03)
English Language	20.0	59.4	17.4	1.9	1.3	3.95 (0.75)

Item D 1c: To what degree does the textbook satisfy needs and develop interests and motivations of students?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	33.1	41.5	18.5	6.2	0.8	4.00 (0.92)
Arabic Language	21.8	40.2	24.7	11.5	1.7	3.69 (1.00)
Mathematics	6.3	28.9	35.8	18.9	10.1	3.03 (1.07)
Science	14.0	29.4	42.6	12.5	1.5	3.42 (0.93)
Social Studies	14.6	41.0	34.7	8.3	1.4	3.59 (0.89)
English Language	19.5	48.1	29.2	3.2	0.0	3.84 (0.77)

Item D 1d: To what degree does the textbook present characters or situations with which the student can identify?

	Fully	Greatly	Sometimes	Seldom	Fully	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	38.2	38.9	16.8	5.3	0.8	4.08 (0.91)
Arabic Language	24.6	40.0	24.0	10.3	1.1	3.77 (0.98)
Mathematics	6.4	22.9	39.5	17.2	14.0	2.90 (1.10)
Science	10.3	39.0	34.6	12.5	3.7	3.40 (0.96)
Social Studies	16.1	40.6	33.6	8.4	1.4	3.62 (0.90)
English Language	19.5	53.2	23.4	3.2	0.6	3.88 (0.78)

Item D 1e: To what degree does the textbook help to develop critical thinking?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	24.8	44.2	24.0	4.7	2.3	3.85 (0.93)
Arabic Language	22.8	36.3	25.7	11.1	4.1	3.63 (1.08)
Mathematics	6.4	31.2	34.4	19.1	8.9	3.07 (1.06)
Science	7.4	34.6	48.5	8.8	0.7	3.39 (0.78)
Social Studies	14.6	40.3	35.4	9.0	0.7	3.59 (0.87)
English Language	11.8	26.1	43.8	15.0	3.3	3.28 (0.97)

Item D 1f: To what degree does the textbook conform to the achievement level of the students?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	24.6	50.0	12.3	10.0	3.1	3.83 (1.01)
Arabic Language	15.1	43.6	26.2	10.5	4.7	3.54 (1.02)
Mathematics	6.4	38.9	28.0	19.7	7.0	3.18 (1.05)
Science	10.4	32.8	43.3	12.7	0.7	3.40 (0.87)
Social Studies	11.3	41.1	34.0	7.8	5.7	3.45 (0.99)
English Language	13.7	37.3	39.9	7.2	2.0	3.54 (0.89)

Item D 2a: To what degree is the textbook satisfactory in terms of the logical sequencing of subject matter and learning tasks?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	38.1	39.7	19.0	2.4	0.8	4.12 (0.85)
Arabic Language	21.1	41.6	25.9	9.6	1.8	3.71 (0.97)
Mathematics	6.4	37.6	30.6	19.7	5.7	3.19 (1.01)
Science	7.5	42.9	39.8	9.8	0.0	3.48 (0.76)
Social Studies	20.0	49.3	23.6	5.0	2.1	3.80 (0.89)
English Language	19.7	52.6	21.7	4.6	1.3	3.85 (0.84)

Item D 2b: To what degree is the textbook satisfactory in terms of the accuracy of information?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	38.1	44.4	13.5	3.2	0.8	4.16 (0.83)
Arabic Language	32.7	39.8	19.9	6.4	1.2	3.97 (0.95)
Mathematics	18.4	42.4	20.9	14.6	3.8	3.57 (1.07)
Science	18.7	50.7	26.1	3.7	0.7	3.83 (0.80)
Social Studies	22.9	50.7	20.1	4.2	2.1	3.88 (0.88)
English Language	30.3	49.3	13.8	5.9	0.7	4.03 (0.86)

Item D 2c: To what degree is the textbook satisfactory in terms of the recency of information?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	32.3	40.9	22.8	3.1	0.8	4.01 (0.87)
Arabic Language	30.5	38.4	18.9	9.1	3.0	3.84 (1.06)
Mathematics	17.1	44.3	24.1	11.4	3.2	3.61 (1.00)
Science	19.7	42.4	26.5	8.3	3.0	3.67 (0.99)
Social Studies	24.6	39.4	26.1	4.9	4.9	3.74 (1.04)
English Language	17.9	55.6	23.8	2.6	0.0	3.89 (0.72)

Item D 2d: To what degree is the textbook satisfactory in terms of the integration of the concepts and topics?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	39.1	35.2	21.1	3.9	0.8	4.08 (0.91)
Arabic Language	30.4	39.3	23.8	4.8	1.8	3.92 (0.94)
Mathematics	12.0	30.4	31.6	15.8	10.1	3.18 (1.15)
Science	15.0	35.3	39.8	9.0	0.8	3.55 (0.88)
Social Studies	24.3	40.7	28.6	4.3	2.1	3.81 (0.93)
English Language	20.3	48.4	19.6	6.5	5.2	3.72 (1.03)

Item D 2e: To what extent is the textbook satisfactory in terms of its flexibility and variation between concepts, topics, and textbook content?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	35.7	40.3	19.4	3.9	0.8	4.06 (0.88)
Arabic Language	27.1	33.5	31.8	5.9	1.8	3.78 (0.97)
Mathematics	5.7	36.1	36.1	16.5	5.7	3.20 (0.97)
Science	12.9	30.3	46.2	9.1	1.5	3.44 (0.89)
Social Studies	14.8	49.3	28.9	4.9	2.1	3.70 (0.86)
English Language	18.2	53.9	22.1	3.9	1.9	3.83 (0.84)

Item D 2f: To what degree is the textbook satisfactory in terms of its ability to integration between its content and other subject matters without unnecessary repetition?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	26.6	35.9	21.1	11.7	4.7	3.68 (1.13)
Arabic Language	20.8	38.7	26.8	8.9	4.8	3.62 (1.06)
Mathematics	8.9	27.2	39.2	16.5	8.2	3.12 (1.06)
Science	5.2	40.0	40.7	12.6	1.5	3.35 (0.82)
Social Studies	15.6	39.7	29.1	11.3	4.3	3.51 (1.03)
English Language	14.3	43.5	31.2	9.1	1.9	3.59 (0.91)

Item D 2g: To what degree is the textbook satisfactory in terms of the amount of content and amount of instructional time allowed?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	30.7	38.6	18.9	7.9	3.9	3.84 (1.07)
Arabic Language	24.6	39.5	21.6	7.8	6.6	3.68 (1.13)
Mathematics	14.0	33.8	34.4	9.6	8.3	3.36 (1.10)
Science	15.6	32.6	34.8	13.3	3.7	3.43 (1.03)
Social Studies	11.3	39.0	34.8	11.3	3.5	3.43 (0.96)
English Language	13.5	53.5	25.2	5.8	1.9	3.71 (0.85)

Item D 3a: If the textbook you use has exercises that you use as student homework or classwork, please answer the following question. To what extent are there some exercises that help in diagnosing the weaknesses of the students?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	31.0	36.4	22.5	7.0	3.1	3.85 (1.04)
Arabic Language	24.4	38.7	22.0	8.9	6.0	3.67 (1.12)
Mathematics	8.2	36.1	27.8	17.1	10.8	3.14 (1.13)
Science	11.1	53.3	25.9	8.1	1.5	3.64 (0.84)
Social Studies	23.0	41.7	30.9	2.9	1.4	3.82 (0.87)
English Language	13.3	48.7	26.0	3.3	8.7	3.55 (1.05)

Item D 3b: If the textbook you use has exercises that you use as student homework or classwork, please answer the following question. To what degree are the activities suggested in the textbook practical?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	29.5	36.4	24.0	7.8	2.3	3.83 (1.02)
Arabic Language	15.3	40.6	27.1	11.2	5.9	3.48 (1.07)
Mathematics	7.0	25.5	34.4	21.0	12.1	2.94 (1.11)
Science	8.9	45.2	33.3	9.6	3.0	3.47 (0.90)
Social Studies	13.7	42.4	30.2	9.4	4.3	3.52 (0.99)
English Language	16.3	58.2	20.3	5.2	0.0	3.86 (0.75)

Item D 3c: If the textbook you use has exercises that you use as student homework or classwork, please answer the following question. To what extent are the activities suitable to the students of this age group?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	26.4	41.1	20.9	10.1	1.6	3.81 (0.99)
Arabic Language	11.3	48.2	25.6	8.9	6.0	3.50 (1.01)
Mathematics	7.5	27.7	40.3	18.9	5.7	3.13 (0.99)
Science	8.2	41.0	41.0	7.5	2.2	3.46 (0.84)
Social Studies	12.2	41.7	32.4	10.1	3.6	3.49 (0.96)
English Language	21.7	55.3	17.1	5.3	0.7	3.92 (0.81)

Item D 3d: If the textbook you use has exercises that you use as student homework or classwork, please answer the following question. To what extent does the student feel motivated in solving the exercise?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	27.1	38.0	20.9	10.9	3.1	3.75 (1.07)
Arabic Language	16.4	42.4	24.8	10.3	6.1	3.53 (1.07)
Mathematics	6.3	25.3	39.9	18.4	10.1	2.99 (1.05)
Science	9.0	36.8	38.3	13.5	2.3	3.37 (0.91)
Social Studies	10.7	40.0	37.1	7.1	5.0	3.44 (0.95)
English Language	10.5	52.3	26.8	8.5	2.0	3.61 (0.86)

Item D 3e: If the textbook you use has exercises that you use as student homework or classwork, please answer the following question. To what degree are the questions suitable to the mental maturity level of the preparatory age group?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	33.3	42.6	19.4	4.7	0.0	4.05 (0.85)
Arabic Language	21.4	45.1	19.1	6.4	8.1	3.65 (1.13)
Mathematics	12.7	35.4	30.4	16.5	5.1	3.34 (1.06)
Science	14.2	41.8	36.6	5.2	2.2	3.60 (0.88)
Social Studies	11.4	42.1	35.7	9.3	1.4	3.53 (0.87)
English Language	18.4	57.9	18.4	2.0	3.3	3.86 (0.85)

Item D 4a: To what degree is the textbook satisfactory in terms of its design and layout (titles, table of contents, tables, examples, etc.)?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	41.2	42.7	13.0	2.3	0.8	4.21 (0.81)
Arabic Language	34.5	47.4	8.8	5.3	4.1	4.03 (1.01)
Mathematics	29.1	34.2	17.1	14.6	5.1	3.68 (1.19)
Science	30.1	48.9	16.5	4.5	0.0	4.05 (0.81)
Social Studies	32.1	46.4	15.0	5.0	1.4	4.03 (0.90)
English Language	35.3	52.9	9.8	0.7	1.3	4.20 (0.75)

Item D 4b: To what degree is the textbook satisfactory in terms of the binding?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	52.8	33.9	7.9	4.7	0.8	4.33 (0.87)
Arabic Language	44.0	39.3	12.5	3.0	1.2	4.22 (0.87)
Mathematics	48.4	35.5	8.4	4.5	3.2	4.21 (1.00)
Science	44.4	41.4	12.0	1.5	0.8	4.27 (0.79)
Social Studies	37.1	49.3	10.0	2.9	0.7	4.19 (0.79)
English Language	21.1	37.5	30.3	8.6	2.6	3.66 (0.99)

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Item D 4c: To what degree is the textbook satisfactory in terms of the type size?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	54.3	29.1	15.7	0.8	0.0	4.37 (0.78)
Arabic Language	48.8	37.8	9.1	3.0	1.2	4.30 (0.85)
Mathematics	47.5	34.2	11.4	3.2	3.8	4.18 (1.02)
Science	41.2	44.3	8.4	5.3	0.8	4.20 (0.86)
Social Studies	44.2	44.9	7.2	1.4	2.2	4.28 (0.84)
English Language	38.2	44.1	15.8	2.0	0.0	4.18 (0.77)

Item D 4d: To what degree is the textbook satisfactory in terms of the size of the book and the number of pages?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	45.1	37.7	9.0	6.6	1.6	4.18 (0.96)
Arabic Language	38.0	35.5	21.1	3.6	1.8	4.04 (0.95)
Mathematics	42.6	37.4	10.3	3.9	5.8	4.07 (1.10)
Science	24.6	42.5	24.6	7.5	0.7	3.83 (0.91)
Social Studies	27.2	36.0	27.9	5.9	2.9	3.79 (1.01)
English Language	38.8	40.1	17.8	2.0	1.3	4.13 (0.87)

Item D 4e: To what degree is the textbook satisfactory in terms of the number, suitability, and usefulness of illustrations to assist in learning?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	31.7	36.5	18.3	4.0	9.5	3.77 (1.21)
Arabic Language	26.8	39.3	23.8	6.5	3.6	3.79 (1.03)
Mathematics	17.7	42.4	26.6	8.9	4.4	3.60 (1.02)
Science	20.1	45.5	24.6	6.7	3.0	3.73 (0.96)
Social Studies	21.2	43.8	23.4	8.0	3.6	3.71 (1.01)
English Language	31.3	55.6	10.6	1.3	1.3	4.14 (0.76)

Item D 4f: To what degree is the textbook satisfactory in terms of the illustrations using realistic proportions and comparisons in relation to nature and in relation to other objects?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	30.2	44.2	10.9	5.4	9.3	3.81 (1.20)
Arabic Language	27.4	41.1	20.8	8.3	2.4	3.83 (1.00)
Mathematics	19.6	43.0	25.9	7.6	3.8	3.67 (1.00)
Science	19.6	50.7	21.0	6.5	2.2	3.79 (0.91)
Social Studies	15.7	47.9	28.6	7.1	0.7	3.71 (0.84)
English Language	20.1	55.9	19.5	3.9	0.6	3.91 (0.78)

Item D 4g: To what degree is the textbook satisfactory in terms of the artistic quality and attractiveness of illustrations?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	31.8	34.9	10.9	10.9	11.6	3.64 (1.34)
Arabic Language	28.1	37.1	22.2	7.8	4.8	3.76 (1.09)
Mathematics	16.9	40.9	23.4	11.7	7.1	3.49 (1.12)
Science	16.8	43.1	25.5	8.8	5.8	3.56 (1.06)
Social Studies	18.6	40.7	25.7	10.0	5.0	3.58 (1.06)
English Language	33.1	49.0	13.9	3.3	0.7	4.11 (0.81)

Part II Section D
Textbooks
(Supervisor)

Item IID 1a: To what degree does the textbook reflect the instructional objectives of the curriculum?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	45.0	40.0	15.0	0.0	0.0	4.30 (0.73)
Arabic Language	13.3	73.3	13.3	0.0	0.0	4.00 (0.54)
Mathematics	15.4	46.2	15.4	15.4	7.7	3.46 (1.20)
Science	0.0	69.2	23.1	7.7	0.0	3.62 (0.65)
Social Studies	21.4	57.1	14.3	0.0	7.1	3.86 (1.03)
English Language	0.0	87.5	12.5	0.0	0.0	3.88 (0.34)

Item IID 1b: To what degree does the textbook conform to the developmental stages of the students in terms of vocabulary, readability, and facilitating understanding?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	25.0	55.0	20.0	0.0	0.0	4.05 (0.69)
Arabic Language	13.3	53.3	33.3	0.0	0.0	3.80 (0.68)
Mathematics	7.7	53.8	7.7	30.8	0.0	3.39 (1.04)
Science	0.0	38.5	46.2	15.4	0.0	3.23 (0.73)
Social Studies	14.3	50.0	21.4	7.1	7.1	3.57 (1.09)
English Language	0.0	68.8	31.3	0.0	0.0	3.69 (0.48)

Item IID 1c: To what degree does the textbook satisfy needs and develop interests and motivations of students?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	40.0	45.0	15.0	0.0	0.0	4.25 (0.72)
Arabic Language	14.3	64.4	21.4	0.0	0.0	3.93 (0.62)
Mathematics	0.0	23.1	61.5	15.4	0.0	3.08 (0.64)
Science	0.0	30.8	53.8	15.4	0.0	3.15 (0.69)
Social Studies	7.1	64.3	28.6	0.0	0.0	3.79 (0.58)
English Language	0.0	62.5	18.8	12.5	6.3	3.38 (0.96)

Item IID 1d: To what degree does the textbook present characters or situations with which the student can identify?

	Fully	Greatly	Sometimes	Seldom	Fully	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	40.0	30.0	30.0	0.0	0.0	4.10 (0.85)
Arabic Language	14.3	57.1	21.4	7.1	0.0	3.79 (0.80)
Mathematics	0.0	7.7	53.8	38.5	0.0	2.69 (0.63)
Science	7.7	15.4	61.5	15.4	0.0	3.15 (0.80)
Social Studies	28.6	35.7	28.6	0.0	7.1	3.79 (1.12)
English Language	12.5	68.8	0.0	12.5	6.3	3.69 (1.08)

Item IID 1e: To what degree does the textbook help to develop critical thinking?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	25.0	55.0	10.0	10.0	0.0	3.95 (0.89)
Arabic Language	13.3	40.0	46.7	0.0	0.0	3.67 (0.72)
Mathematics	0.0	23.1	69.2	7.7	0.0	3.15 (0.56)
Science	7.7	7.7	76.9	7.7	0.0	3.15 (0.69)
Social Studies	14.3	50.0	28.6	7.1	0.0	3.71 (0.83)
English Language	0.0	6.3	56.3	31.3	6.3	2.63 (0.72)

Item IID 1f: To what degree does the textbook conform to the achievement level of the students?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	25.0	50.0	25.0	0.0	0.0	4.00 (0.73)
Arabic Language	0.0	71.4	28.6	0.0	0.0	3.71 (0.47)
Mathematics	0.0	38.5	38.5	15.4	7.7	3.08 (0.95)
Science	0.0	38.5	61.5	0.0	0.0	3.39 (0.51)
Social Studies	14.3	35.7	50.0	0.0	0.0	3.64 (0.75)
English Language	0.0	50.0	37.5	12.5	0.0	3.38 (0.72)

Item IID 2a: To what degree is the textbook satisfactory in terms of the logical sequencing of subject matter and learning tasks?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	26.3	47.4	15.8	10.5	0.0	3.90 (0.94)
Arabic Language	13.3	53.3	33.3	0.0	0.0	3.80 (0.68)
Mathematics	7.7	46.2	15.4	15.4	15.4	3.15 (1.28)
Science	0.0	53.8	46.2	0.0	0.0	3.54 (0.52)
Social Studies	21.4	50.0	14.3	7.1	7.1	3.71 (1.14)
English Language	6.3	62.5	31.3	0.0	0.0	3.75 (0.58)

Item IID 2b: To what degree is the textbook satisfactory in terms of the accuracy of information?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	30.0	50.0	10.0	10.0	0.0	4.00 (0.92)
Arabic Language	13.3	73.3	13.3	0.0	0.0	4.00 (0.54)
Mathematics	15.4	38.5	38.5	0.0	7.7	3.54 (1.05)
Science	7.7	61.5	30.8	0.0	0.0	3.77 (0.60)
Social Studies	28.6	50.0	7.1	7.1	7.1	3.86 (1.17)
English Language	12.5	75.0	12.5	0.0	0.0	4.00 (0.52)

Item IID 2c: To what degree is the textbook satisfactory in terms of the recency of information?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	26.3	52.6	10.5	10.5	0.0	3.95 (0.91)
Arabic Language	20.0	46.7	33.3	0.0	0.0	3.87 (0.74)
Mathematics	7.7	53.8	23.1	15.4	0.0	3.54 (0.88)
Science	8.3	41.7	41.7	8.3	0.0	3.50 (0.80)
Social Studies	28.6	42.9	14.3	7.1	7.1	3.79 (1.19)
English Language	12.5	56.3	31.3	0.0	0.0	3.81 (0.66)

Item IID 2d: To what degree is the textbook satisfactory in terms of the integration of the concepts and topics throughout the book?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	25.0	30.0	35.0	10.0	0.0	3.70 (0.98)
Arabic Language	21.4	57.1	21.4	0.0	0.0	4.00 (0.68)
Mathematics	7.7	38.5	30.8	23.1	0.0	3.31 (0.95)
Science	0.0	50.0	41.7	8.3	0.0	3.42 (0.67)
Social Studies	35.7	42.9	14.3	7.1	0.0	4.07 (0.92)
English Language	0.0	50.0	50.0	0.0	0.0	3.50 (0.52)

Item IID 2e: To what extent is the textbook satisfactory in terms of its flexibility and variations between concepts, topics, and textbook content?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	25.0	40.0	25.0	10.0	0.0	3.80 (0.95)
Arabic Language	20.0	60.0	20.0	0.0	0.0	4.00 (0.66)
Mathematics	7.7	30.8	46.2	7.7	7.7	3.23 (1.01)
Science	0.0	38.5	53.8	7.7	0.0	3.31 (0.63)
Social Studies	14.3	50.0	28.6	7.1	0.0	3.71 (0.83)
English Language	6.3	37.5	56.2	0.0	0.0	3.50 (0.63)

Item IID 2f: To what degree is the textbook satisfactory in terms of its ability to integration between its content and other subject matter without repitition?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	20.0	30.0	40.0	0.0	10.0	3.50 (1.15)
Arabic Language	13.3	60.0	26.7	0.0	0.0	3.87 (0.64)
Mathematics	7.7	23.1	46.2	23.1	0.0	3.15 (0.90)
Science	0.0	23.1	53.8	23.1	0.0	3.00 (0.71)
Social Studies	14.3	50.0	21.4	7.1	7.1	3.57 (1.09)
English Language	6.3	31.3	56.3	6.3	0.0	3.38 (0.72)

Item IID 2g: To what degree is the textbook satisfactory in terms of the amount of its content and amount of instructional time allowed?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	30.0	65.0	5.0	0.0	0.0	4.25 (0.55)
Arabic Language	7.1	78.6	14.3	0.0	0.0	3.93 (0.48)
Mathematics	16.7	41.7	33.3	0.0	8.3	3.58 (1.08)
Science	7.7	61.5	23.1	7.7	0.0	3.69 (0.75)
Social Studies	28.6	50.0	14.3	7.1	0.0	4.00 (0.88)
English Language	12.5	50.0	31.3	6.3	0.0	3.69 (0.79)

Item IID 3a: If the textbook you use has exercises that you use as student homework or classwork, please answer the following question. To what extent are there some exercises that help in diagnosing the weaknesses of the students?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	25.0	40.0	35.0	0.0	0.0	3.90 (0.79)
Arabic Language	0.0	66.7	33.3	0.0	0.0	3.67 (0.49)
Mathematics	0.0	25.0	58.3	8.3	8.3	3.00 (0.85)
Science	7.7	30.8	46.2	7.7	7.7	3.23 (1.01)
Social Studies	28.6	57.1	7.1	0.0	7.1	4.00 (1.04)
English Language	0.0	25.0	68.8	6.3	0.0	3.19 (0.54)

Item IID 3b: If the textbook you use has exercises that you use as student homework or classwork, please answer the following question. To what degree are the activities suggested in the textbook practical?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	25.0	55.0	15.0	5.0	0.0	4.00 (0.80)
Arabic Language	6.7	46.7	46.7	0.0	0.0	3.60 (0.63)
Mathematics	0.0	15.4	76.9	0.0	7.7	3.00 (0.71)
Science	0.0	15.4	76.9	0.0	7.7	3.00 (0.71)
Social Studies	28.6	35.7	21.4	7.1	7.1	3.71 (1.20)
English Language	0.0	75.0	25.0	0.0	0.0	3.75 (0.45)

Item IID 3c: If the textbook you use has exercises that you use as student homework or classwork, please answer the following question. To what extent are the activities suitable to the students of this age group?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	25.0	55.0	15.0	5.0	0.0	4.00 (0.80)
Arabic Language	13.3	46.7	33.3	6.7	0.0	3.67 (0.82)
Mathematics	0.0	41.7	50.0	0.0	8.3	3.25 (0.87)
Science	0.0	23.1	69.2	0.0	7.7	3.08 (0.76)
Social Studies	14.3	57.1	21.4	0.0	7.1	3.71 (0.99)
English Language	12.5	75.0	12.5	0.0	0.0	4.00 (0.52)

Item IID 3d: If the textbook you use has exercises that you use as student homework or classwork, please answer the following question. To what extent does the student feel motivated in solving the exercise?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	25.0	40.0	20.0	10.0	5.0	3.70 (1.13)
Arabic Language	0.0	60.0	40.0	0.0	0.0	3.60 (0.51)
Mathematics	0.0	23.1	38.5	30.8	7.7	2.77 (0.93)
Science	0.0	15.4	76.9	0.0	7.7	3.00 (0.71)
Social Studies	21.4	35.7	21.4	14.3	7.1	3.50 (1.23)
English Language	0.0	31.3	62.5	0.0	6.3	3.19 (0.75)

Item IID 3e: If the textbook you use has exercises that you use as student homework or classwork, please answer the following question. To what degree are the questions suitable to the mental maturity level of this age group?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	30.0	65.0	5.0	0.0	0.0	4.25 (0.55)
Arabic Language	6.7	46.7	40.0	0.0	6.7	3.47 (0.92)
Mathematics	0.0	46.2	38.5	7.7	7.7	3.23 (0.93)
Science	0.0	38.5	53.8	0.0	7.7	3.23 (0.83)
Social Studies	21.4	64.3	14.3	0.0	0.0	4.07 (0.62)
English Language	12.5	68.8	18.8	0.0	0.0	3.94 (0.57)

Item IID 4a: To what degree is the textbook satisfactory in terms of its design and layout (titles, table of contents, tables, examples, etc.)?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	36.8	57.9	5.3	0.0	0.0	4.32 (0.58)
Arabic Language	40.0	46.7	13.3	0.0	0.0	4.27 (0.70)
Mathematics	25.0	41.7	33.3	0.0	0.0	3.92 (0.79)
Science	23.1	46.2	23.1	7.7	0.0	3.85 (0.90)
Social Studies	50.0	42.9	7.1	0.0	0.0	4.36 (0.84)
English Language	18.8	68.8	6.3	6.3	0.0	4.00 (0.73)

Item IID 4b: To what degree is the textbook satisfactory in terms of the binding?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	35.0	50.0	10.0	5.0	0.0	4.15 (0.81)
Arabic Language	53.3	33.3	13.3	0.0	0.0	4.40 (0.74)
Mathematics	58.3	33.3	8.3	0.0	0.0	4.50 (0.67)
Science	46.2	46.2	7.7	0.0	0.0	4.39 (0.65)
Social Studies	64.3	35.7	0.0	0.0	0.0	4.64 (0.50)
English Language	56.3	37.5	6.3	0.0	0.0	4.50 (0.63)

Item IID 4c: To what degree is the textbook satisfactory in terms of the type size?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	42.1	47.4	10.5	0.0	0.0	4.32 (0.67)
Arabic Language	66.7	26.7	6.7	0.0	0.0	4.60 (0.63)
Mathematics	41.7	58.3	0.0	0.0	0.0	4.42 (0.52)
Science	53.8	38.5	7.7	0.0	0.0	4.46 (0.66)
Social Studies	57.1	35.7	7.1	0.0	0.0	4.50 (0.65)
English Language	56.3	43.8	0.0	0.0	0.0	4.56 (0.51)

Item IID 4d: To what degree is the textbook satisfactory in terms of the size of the book and the number of pages?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	30.0	55.0	15.0	0.0	0.0	4.15 (0.67)
Arabic Language	46.7	40.0	13.3	0.0	0.0	4.33 (0.72)
Mathematics	38.5	61.5	0.0	0.0	0.0	4.39 (0.51)
Science	61.5	30.8	7.7	0.0	0.0	4.54 (0.66)
Social Studies	35.7	28.6	28.6	7.1	0.0	3.93 (1.00)
English Language	37.5	56.3	6.3	0.0	0.0	4.31 (0.60)

Item IID 4e: To what degree is the textbook satisfactory in terms of the number, suitability, and usefulness of illustrations to assist in learning?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	25.0	35.0	30.0	10.0	0.0	3.75 (0.97)
Arabic Language	26.7	60.0	13.3	0.0	0.0	4.13 (0.64)
Mathematics	15.4	30.8	30.8	23.1	0.0	3.38 (1.04)
Science	7.7	30.8	53.8	7.7	0.0	3.39 (0.77)
Social Studies	28.6	35.7	21.4	7.1	7.1	3.71 (1.20)
English Language	31.3	56.3	12.5	0.0	0.0	4.19 (0.66)

Item IID 4f: To what degree is the textbook satisfactory in terms of the illustrations using realistic proportions and comparisons in relation to nature and in relation to other objects?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	25.0	45.0	30.0	0.0	0.0	3.95 (0.76)
Arabic Language	20.0	66.7	13.3	0.0	0.0	4.07 (0.59)
Mathematics	7.7	61.5	30.8	0.0	0.0	3.77 (0.60)
Science	7.7	23.1	61.5	7.7	0.0	3.31 (0.75)
Social Studies	28.6	35.7	21.4	7.1	7.1	3.71 (1.20)
English Language	25.0	50.0	25.0	0.0	0.0	4.00 (0.73)

Item IID 4g: To what degree is the textbook satisfactory in terms of the artistic quality and attractiveness of illustration?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	25.0	40.0	20.0	15.0	0.0	3.75 (1.02)
Arabic Language	26.7	26.7	33.3	13.3	0.0	3.67 (1.05)
Mathematics	7.7	30.8	38.5	23.1	0.0	3.23 (0.93)
Science	8.3	41.7	33.3	16.7	0.0	3.42 (0.90)
Social Studies	21.4	50.0	0.0	21.4	7.1	3.57 (1.28)
English Language	37.5	50.0	12.5	0.0	0.0	4.25 (0.68)

Part II Section D
Textbooks
(Administrator)

Item IID	Response* 5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what degree does the student's textbook:						
a. reflect instructional objectives of the curriculum?	34.8	48.1	11.4	5.1	0.6	4.11 (0.84)
b. conform to the developmental stages of the students in terms of vocabulary, readability, and facilitating understanding?	18.5	49.0	21.0	6.4	5.1	3.69 (1.01)
c. satisfy needs and develop interests and motivations of students?	19.6	49.4	22.2	6.3	2.5	3.77 (0.92)
d. present characters or situations with which the student can identify?	23.4	46.2	24.1	4.4	1.9	3.85 (0.90)
e. help to develop critical thinking?	17.4	46.0	26.7	9.3	0.6	3.70 (0.89)
f. conform to the achievement level of the students?	16.5	46.8	23.4	7.0	6.3	3.60 (1.05)
2. To what degree is the textbook satisfactory in terms of:						
a. logical sequencing of subject matter and learning tasks?	20.5	53.8	18.6	5.8	1.3	3.87 (0.85)
b. accuracy of information?	29.5	53.8	11.5	3.8	1.3	4.06 (0.82)
c. recency of information?	32.0	47.7	15.0	3.9	1.3	4.05 (0.86)
d. integration of the concepts and topics throughout the book?	21.1	49.3	18.4	8.6	2.6	3.78 (0.96)
e. flexibility and variations between concepts, topics, and textbook content?	17.8	49.7	21.7	7.6	3.2	3.71 (0.95)
f. integration between its content and other subject matter without unnecessary repitition?	17.8	43.9	27.4	9.6	1.3	3.68 (0.92)
g. its content and amount of instructional time allowed?	13.6	39.6	29.9	10.4	6.5	3.44 (1.06)
3. If the textbook you use has exercises that you use as student homework or classwork, please answer the following questions.						
a. To what extent are there some exercises that help in diagnosing the weaknesses of the students?	22.3	49.0	21.7	5.7	1.3	3.85 (0.88)
b. To what degree are the activities suggested in the textbook practical?	17.4	48.4	23.9	7.7	2.6	3.70 (0.93)
c. To what extent are the activities suitable to the student of this age group?	14.2	48.4	27.1	5.8	4.5	3.62 (0.96)
d. To what extent does the student feel motivated in solving the exercise?	9.9	50.0	27.6	8.6	3.9	3.53 (0.93)
e. To what degree are the questions suitable to the mental maturity level of this age group?	13.0	52.6	26.6	5.8	1.9	3.69 (0.84)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IID con't

	5 %	4 %	3 %	2 %	1 %	Mean (sd)
4. To what degree is the textbook satisfactory in terms of :						
a. design and layout (titles, table of contents, tables, examples, etc.)?	39.9	41.2	11.1	7.2	0.7	4.12 (0.92)
b. binding?	40.0	36.7	13.3	5.3	4.7	4.02 (1.08)
c. type size?	48.3	39.5	6.8	4.1	1.4	4.29 (0.87)
d. size of the book and the number of pages?	27.5	47.2	18.3	3.5	3.5	3.92 (0.96)
e. number, suitability, and usefulness of illustrations to assist in learning?	19.0	55.1	17.7	6.3	1.9	3.83 (0.88)
f. illustrations using realistic proportions and comparisons in relation to nature and in relation to other objects?	22.9	55.4	15.9	4.5	1.3	3.94 (0.83)
g. artistic quality and attractiveness of illustrations?	22.2	51.3	19.6	4.4	2.5	3.86 (0.90)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Part II Section E
Teacher's Manual
(Teacher)

Item IIE 1a: To what extent does the teacher's manual offer adequate evaluation procedures for assessing factual recall?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	41.7	27.6	18.1	7.1	5.5	3.93 (1.18)
Arabic Language	28.7	36.8	21.6	8.8	4.1	3.77 (1.09)
Mathematics	13.1	44.4	23.7	13.1	5.6	3.46 (1.06)
Science	16.7	39.7	31.7	7.9	4.0	3.57 (0.99)
Social Studies	16.7	44.9	27.5	9.4	1.4	3.66 (0.92)
English Language	20.7	52.7	24.7	1.3	0.7	3.91 (0.75)

Item IIE 1b: To what extent does the teacher's manual offer adequate evaluation procedures for assessing comprehension?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	34.1	34.1	19.8	9.5	2.4	3.88 (1.06)
Arabic Language	25.6	41.9	21.5	7.6	3.5	3.79 (1.02)
Mathematics	16.2	46.2	20.6	11.2	5.6	3.56 (1.07)
Science	14.3	41.3	31.7	11.1	1.6	3.56 (0.93)
Social Studies	11.7	51.8	27.7	8.0	0.7	3.66 (0.82)
English Language	25.3	64.7	8.7	0.7	0.7	4.13 (0.64)

Item IIE 1c: To what extent does the teacher's manual offer adequate evaluation procedures for assessing the ability to analyze?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	28.9	31.3	25.0	10.9	3.9	3.70 (1.12)
Arabic Language	26.5	29.4	30.0	10.0	4.1	3.64 (1.10)
Mathematics	16.2	43.1	23.1	11.9	5.6	3.53 (1.08)
Science	13.2	40.3	29.5	14.0	3.1	3.47 (0.99)
Social Studies	12.5	45.6	30.9	9.6	1.5	3.58 (0.88)
English Language	21.3	42.0	27.3	8.7	0.7	3.75 (0.91)

Item IIE 1d: To what extent does the teacher's manual offer adequate evaluation procedures for assessing the ability to apply?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	32.6	26.4	22.5	14.0	4.7	3.68 (1.20)
Arabic Language	24.6	33.9	20.5	12.9	8.2	3.54 (1.22)
Mathematics	13.7	43.1	23.1	15.0	5.0	3.46 (1.06)
Science	11.8	39.4	31.5	12.6	4.7	3.41 (1.01)
Social Studies	16.1	43.1	27.0	9.5	4.4	3.57 (1.01)
English Language	21.3	46.7	22.0	5.3	4.7	3.75 (1.01)

Item IIE 1e: To what extent does the teacher's manual offer adequate evaluation procedures for assessing problem-solving ability?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	21.8	31.5	26.6	12.1	8.1	3.47 (1.19)
Arabic Language	20.6	29.1	24.8	15.8	9.7	3.35 (1.24)
Mathematics	11.0	27.7	29.0	20.6	11.6	3.06 (1.18)
Science	15.7	27.6	35.4	15.7	5.5	3.32 (1.09)
Social Studies	9.0	39.1	32.3	12.0	7.5	3.30 (1.04)
English Language	16.8	36.2	30.9	10.7	5.4	3.48 (1.06)

Item IIE 2a: To what extent is the content of the teacher's manual presented clearly?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	32.3	35.4	21.3	7.9	3.1	3.86 (1.06)
Arabic Language	26.7	33.1	25.0	12.2	2.9	3.69 (1.08)
Mathematics	15.7	29.6	32.7	13.2	8.8	3.30 (1.15)
Science	9.4	36.2	34.6	15.0	4.7	3.31 (1.00)
Social Studies	16.9	36.0	33.8	9.6	3.7	3.53 (1.00)
English Language	39.3	51.3	6.0	3.3	0.0	4.27 (0.72)

Item IIE 2b: To what extent is the content of the teacher's manual recent and timely?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	27.3	36.7	17.2	11.7	7.0	3.66 (1.20)
Arabic Language	25.4	33.7	25.4	9.5	5.9	3.63 (1.14)
Mathematics	10.1	27.7	28.3	23.9	10.1	3.04 (1.15)
Science	7.0	30.2	38.0	15.5	9.3	3.10 (1.05)
Social Studies	11.1	28.1	40.7	13.3	6.7	3.24 (1.04)
English Language	32.9	47.0	16.8	3.4	0.0	4.09 (0.79)

Item IIE 3a: To what degree are the ideas, suggestions and activities presented in the teacher's manual useful and relevant?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	44.3	29.8	18.3	5.3	2.3	4.08 (1.02)
Arabic Language	34.9	37.8	18.0	5.8	3.5	3.95 (1.04)
Mathematics	13.4	39.5	29.3	13.4	4.5	3.44 (1.03)
Science	12.5	42.6	34.6	7.4	2.9	3.54 (0.91)
Social Studies	15.8	45.3	28.1	10.1	0.7	3.66 (0.89)
English Language	33.3	60.7	5.3	0.7	0.0	4.27 (0.59)

Item IIE 3b: To what degree are the ideas, suggestions, and activities presented in the teacher's manual practical to implement?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	36.5	32.5	18.3	11.1	1.6	3.91 (1.07)
Arabic Language	27.9	37.8	22.1	8.7	3.5	3.78 (1.06)
Mathematics	14.5	38.4	23.3	19.5	4.4	3.39 (1.09)
Science	8.8	44.9	30.1	14.0	2.2	3.44 (0.92)
Social Studies	9.4	44.9	34.8	8.7	2.2	3.51 (0.87)
English Language	24.6	53.0	19.5	2.7	0.0	4.00 (0.74)

Item IIE 3c: To what degree are the ideas, suggestion, and activities presented in the teacher's manual interesting and enjoyed by the students?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	34.6	25.2	25.2	12.6	2.4	3.77 (1.13)
Arabic Language	24.6	35.9	26.3	9.6	3.6	3.68 (1.06)
Mathematics	9.4	28.3	30.2	21.4	10.7	3.04 (1.14)
Science	8.4	32.1	42.0	13.7	3.8	3.28 (0.94)
Social Studies	11.8	35.3	36.0	14.7	2.2	3.40 (0.95)
English Language	22.1	52.3	22.1	3.4	0.0	3.93 (0.76)

Item IIE 3d: To what degree are the ideas, suggestions, and activities presented in the teacher's manual fully involving the students?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	28.8	36.8	22.4	10.4	1.6	3.81 (1.02)
Arabic Language	25.9	33.1	24.7	13.3	3.0	3.66 (1.09)
Mathematics	7.7	31.4	27.6	24.4	9.0	3.05 (1.11)
Science	9.8	28.6	45.1	14.3	2.3	3.29 (0.91)
Social Studies	13.7	32.1	36.6	13.7	3.8	3.38 (1.01)
English Language	20.3	50.0	21.7	5.8	2.2	3.80 (0.90)

Item IIE 3e (i): To what degree are the ideas, suggestions, and activities presented in the teacher's manual suitable for the learning capabilities of below average students?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	26.6	33.9	24.2	13.7	1.6	3.70 (1.06)
Arabic Language	20.1	37.3	23.7	11.8	7.1	3.52 (1.15)
Mathematics	6.4	27.4	35.7	23.6	7.0	3.03 (1.03)
Science	9.6	29.6	43.4	15.4	2.2	3.29 (0.92)
Social Studies	9.5	37.2	33.6	14.6	5.1	3.31 (1.01)
English Language	9.7	35.9	34.5	13.1	6.9	3.28 (1.04)

Item IIE 3e (ii): To what degree are the ideas, suggestions, and activities presented in the teacher's manual suitable for the learning capabilities of average students?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	33.9	38.7	16.1	9.7	1.6	3.94 (1.02)
Arabic Language	21.7	39.8	27.1	7.2	4.2	3.68 (1.03)
Mathematics	7.7	39.7	34.6	12.8	5.1	3.32 (0.97)
Science	14.1	45.2	31.9	7.4	1.5	3.63 (0.87)
Social Studies	11.7	48.2	28.5	9.5	2.2	3.58 (0.90)
English Language	15.0	59.2	23.8	2.0	0.0	3.87 (0.68)

Item IIE 3e (iii): To what degree are the ideas, suggestions and activities presented in the teacher's manual suitable for the learning capabilities of superior students?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	52.0	31.2	11.2	1.6	4.0	4.26 (1.00)
Arabic Language	41.0	35.5	13.3	4.8	5.4	4.02 (1.11)
Mathematics	26.1	33.8	16.6	13.4	10.2	3.52 (1.29)
Science	28.8	34.8	26.5	8.3	1.5	3.81 (1.00)
Social Studies	34.1	33.3	23.9	8.0	0.7	3.92 (0.98)
English Language	33.6	40.3	16.8	6.7	2.7	3.95 (1.01)

Item IIE 4a: In the teacher's manual, to what degree are subject-matter topics and activities presented in a coherent, step-by-step manner?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	39.5	33.3	20.9	3.9	2.3	4.04 (0.99)
Arabic Language	32.7	38.0	19.9	5.3	4.1	3.90 (1.05)
Mathematics	12.1	40.8	29.9	10.8	6.4	3.41 (1.04)
Science	14.7	44.1	25.7	14.0	1.5	3.57 (0.96)
Social Studies	18.7	43.9	28.1	7.2	2.2	3.70 (0.93)
English Language	36.5	50.7	10.8	2.0	0.0	4.22 (0.72)

Item IIE 4b: In the teacher's manual, to what degree are instructional objectives stated?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	41.5	36.2	18.5	3.1	0.8	4.15 (0.88)
Arabic Language	32.4	40.5	20.8	4.0	2.3	3.97 (0.95)
Mathematics	18.9	42.1	23.3	10.1	5.7	3.59 (1.08)
Science	19.3	48.1	23.7	7.4	1.5	3.76 (0.90)
Social Studies	23.0	46.7	23.7	4.4	2.2	3.84 (0.91)
English Language	34.5	46.2	15.9	3.4	0.0	4.12 (0.80)

Item IIE 4c (i): In the teacher's manual, if unstated, to what degree are instructional objectives obvious to the teacher only?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	50.4	36.0	8.8	3.2	1.6	4.30 (0.88)
Arabic Language	46.4	36.1	10.2	4.2	3.0	4.19 (0.99)
Mathematics	31.8	36.3	17.8	7.6	6.4	3.80 (1.16)
Science	39.0	42.6	13.2	2.9	2.2	4.13 (0.91)
Social Studies	31.9	47.4	13.3	5.2	2.2	4.02 (0.93)
English Language	27.1	50.0	17.9	2.9	2.1	3.97 (0.87)

Item IIE 4c (ii): In the teacher's manual, if unstated, to what degree are instructional objectives obvious to both the teacher and the student?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	31.2	37.6	15.2	12.8	3.2	3.81 (1.11)
Arabic Language	23.2	39.9	24.4	9.5	3.0	3.71 (1.02)
Mathematics	10.3	28.2	33.3	16.0	12.2	3.08 (1.16)
Science	15.8	31.6	33.8	14.3	4.5	3.40 (1.06)
Social Studies	9.5	35.0	37.2	15.3	2.9	3.33 (0.95)
English Language	13.6	47.1	29.3	6.4	3.6	3.61 (0.93)

Item IIE 4d: In the teacher's manual, to what degree are instructional objectives related to the subject matter?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	53.1	31.3	10.2	5.5	0.0	4.32 (0.87)
Arabic Language	35.7	39.3	17.3	6.0	1.8	4.01 (0.97)
Mathematics	23.2	43.2	18.7	10.3	4.5	3.70 (1.08)
Science	27.8	39.1	28.6	3.8	0.8	3.90 (0.88)
Social Studies	23.3	54.3	18.6	3.9	0.0	3.97 (0.76)
English Language	25.5	51.1	20.6	2.1	0.7	3.99 (0.78)

Item IIE 4e: In the teacher's manual, to what degree are objectives and procedures consistent?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	40.2	37.0	21.3	0.0	1.6	4.14 (0.86)
Arabic Language	30.0	42.4	22.9	4.1	0.6	3.97 (0.87)
Mathematics	14.7	38.5	28.2	14.7	3.8	3.46 (1.04)
Science	21.3	43.4	30.9	2.9	1.5	3.80 (0.86)
Social Studies	21.2	46.0	27.7	5.1	0.0	3.83 (0.82)
English Language	20.1	51.1	23.0	4.3	1.4	3.84 (0.85)

Item IIE 4f (i): In the teacher's manual, to what degree are major learning outcomes cognitive in nature?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	41.1	36.4	19.4	2.3	0.8	4.15 (0.87)
Arabic Language	31.0	54.2	13.1	1.2	0.6	4.14 (0.73)
Mathematics	21.2	46.8	20.5	8.3	3.2	3.74 (0.99)
Science	27.1	45.1	22.6	3.8	1.5	3.93 (0.88)
Social Studies	34.8	50.7	9.4	5.1	0.0	4.15 (0.79)
English Language	11.3	48.9	32.6	5.0	2.1	3.62 (0.83)

Item IIE 4f (ii): In the teacher's manual, to what degree are major learning outcomes affective in nature?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	29.6	36.0	26.4	6.4	1.6	3.86 (0.97)
Arabic Language	19.6	42.9	24.4	11.9	1.2	3.68 (0.96)
Mathematics	8.4	23.9	41.3	14.8	11.6	3.03 (1.09)
Science	11.9	24.6	46.0	13.5	4.0	3.27 (0.98)
Social Studies	21.2	38.0	30.7	8.8	1.5	3.67 (0.95)
English Language	17.7	46.1	27.7	5.7	2.8	3.70 (0.92)

Item IIE 4f (iii): In the teacher's manual, to what degree are major learning outcomes psychomotor in nature?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	26.6	34.7	21.8	11.3	5.6	3.65 (1.16)
Arabic Language	26.2	35.4	25.6	10.4	2.4	3.73 (1.04)
Mathematics	8.4	26.0	36.4	22.1	7.1	3.07 (1.05)
Science	11.1	40.5	37.3	8.7	2.4	3.49 (0.89)
Social Studies	23.7	34.5	28.1	12.2	1.4	3.67 (1.02)
English Language	13.8	31.2	37.7	15.2	2.2	3.39 (0.98)

Item IIE 4g: In the teacher's manual, to what degree are suggestions given for a variety of activities and ideas for classroom use?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	33.9	36.6	20.5	6.3	2.7	3.93 (1.02)
Arabic Language	21.2	48.1	25.0	5.8	0.0	3.85 (0.82)
Mathematics	11.2	31.6	40.1	11.2	5.9	3.31 (1.01)
Science	12.5	42.5	31.7	10.0	3.3	3.51 (0.95)
Social Studies	21.9	43.0	29.7	3.9	1.6	3.80 (0.88)
English Language	23.9	52.2	22.5	1.4	0.0	3.99 (0.73)

Item IIE 5: To what extent are special skills or training required before the teacher can use the teacher's manual?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	24.6	40.5	16.7	10.3	7.9	3.64 (1.19)
Arabic Language	28.0	37.2	21.3	5.5	7.9	3.72 (1.17)
Mathematics	12.4	28.8	28.8	16.3	13.7	3.10 (1.22)
Science	13.0	35.1	29.0	11.5	11.5	3.27 (1.18)
Social Studies	18.8	34.8	33.3	8.7	4.3	3.55 (1.03)
English Language	11.5	48.2	23.7	11.5	5.0	3.50 (1.01)

Item IIE 6a: To what degree do you find the following deficiency in the teacher's manual? Presentation of subject matter is not orderly.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	12.5	22.7	21.9	22.7	20.3	2.84 (1.33)
Arabic Language	18.3	27.4	26.8	12.8	14.6	3.22 (1.30)
Mathematics	12.8	17.9	28.8	19.9	20.5	2.83 (1.30)
Science	8.4	28.2	32.8	20.6	9.9	3.05 (1.11)
Social Studies	8.0	24.1	26.3	24.1	17.5	2.81 (1.22)
English Language	6.1	12.9	17.7	24.5	38.8	2.23 (1.26)

Item IIE 6b: To what degree do you find the following deficiency in the teacher's manual? The teacher's manual is too confining for the teacher.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	26.6	24.2	19.4	11.3	18.5	3.29 (1.45)
Arabic Language	26.2	25.0	28.6	9.5	10.7	3.46 (1.27)
Mathematics	16.6	25.5	19.1	23.6	15.3	3.05 (1.33)
Science	13.7	24.4	31.3	19.8	10.7	3.11 (1.19)
Social Studies	11.6	28.3	26.8	16.7	16.7	3.01 (1.26)
English Language	7.6	24.1	31.7	20.0	16.6	2.86 (1.18)

Item IIE 6c: To what degree do you find the following deficiency in the teacher's manual? The teacher's manual is too vague and lacks direction for the teacher.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	18.0	24.6	21.3	16.4	19.7	3.05 (1.39)
Arabic Language	23.7	24.9	26.0	8.3	17.2	3.30 (1.37)
Mathematics	18.3	20.3	15.7	26.1	19.6	2.92 (1.41)
Science	18.3	27.5	22.9	19.1	12.2	3.21 (1.29)
Social Studies	16.4	17.2	26.9	23.1	16.4	2.94 (1.31)
English Language	5.5	13.1	13.8	11.7	55.9	2.01 (1.32)

Item IIE 6d: To what degree do you find the following deficiency in the teacher's manual? The teacher's manual does not clearly define the expected student outcomes.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	14.3	27.8	22.2	17.5	18.3	3.02 (1.33)
Arabic Language	21.1	23.4	30.4	9.4	15.8	3.25 (1.32)
Mathematics	14.9	23.4	22.7	22.1	16.9	2.97 (1.32)
Science	17.4	25.8	29.5	14.4	12.9	3.21 (1.26)
Social Studies	14.1	31.9	28.1	14.8	11.1	3.23 (1.20)
English Language	6.9	15.3	13.2	20.8	43.8	2.21 (1.33)

Item IIE 7: To what extent are a variety of evaluation methods (besides paper and pencil tests) suggested?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	14.0	41.3	23.1	17.4	4.1	3.44 (1.06)
Arabic Language	18.0	32.9	30.5	12.0	6.6	3.44 (1.12)
Mathematics	9.2	20.3	37.3	21.6	11.8	2.94 (1.12)
Science	8.5	30.8	34.6	16.9	9.2	3.12 (1.09)
Social Studies	13.2	31.8	41.9	8.5	4.7	3.40 (0.98)
English Language	8.3	47.9	28.5	5.6	9.7	3.40 (1.05)

Item IIE 8a: To what extent are the teaching materials and equipment suggested by the teacher's manual available?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	20.3	33.6	24.2	11.7	10.2	3.42 (1.23)
Arabic Language	21.4	31.5	23.8	13.1	10.1	3.41 (1.25)
Mathematics	5.2	24.5	27.7	23.9	18.7	2.74 (1.17)
Science	15.0	30.8	33.8	15.0	5.3	3.35 (1.07)
Social Studies	8.7	20.3	42.0	23.2	5.8	3.03 (1.01)
English Language	31.1	50.7	14.9	2.0	1.4	4.08 (0.81)

Item IIE 8b (i): To what extent are the teaching materials and equipment suggested by the teacher's manual easy to use by the teacher?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	29.1	34.6	19.7	11.8	4.7	3.72 (1.15)
Arabic Language	21.8	43.5	19.4	6.5	8.8	3.63 (1.16)
Mathematics	19.7	33.6	25.7	9.9	11.2	3.41 (1.23)
Science	29.0	36.6	25.2	7.6	1.5	3.84 (0.98)
Social Studies	17.4	39.9	26.1	13.8	2.9	3.55 (1.03)
English Language	38.5	52.0	8.1	0.7	0.7	4.27 (0.70)

Item IIE 8b (ii): To what extent are the teaching materials and equipment suggested by the teacher's manual easy to use by the students?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	17.7	35.5	22.6	12.1	12.1	3.35 (1.25)
Arabic Language	13.3	32.7	27.9	15.8	10.3	3.23 (1.18)
Mathematics	8.5	20.3	28.1	26.8	16.3	2.78 (1.19)
Science	11.5	27.5	35.1	18.3	7.6	3.17 (1.10)
Social Studies	10.4	24.6	39.6	19.4	6.0	3.14 (1.04)
English Language	25.3	43.8	23.3	4.1	3.4	3.84 (0.97)

Item IIE 9a: To what degree is the teacher's manual helpful in promoting the teacher's understanding of the concept in order to be able to present it in class?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	34.4	35.2	21.6	4.0	4.8	3.90 (1.07)
Arabic Language	24.1	42.8	19.9	7.2	6.0	3.72 (1.10)
Mathematics	16.4	30.9	29.6	11.2	11.8	3.29 (1.22)
Science	18.1	33.1	34.6	11.0	3.1	3.52 (1.02)
Social Studies	22.8	36.8	31.6	5.9	2.9	3.71 (0.98)
English Language	34.7	52.7	11.3	0.7	0.7	4.20 (0.71)

Item IIE 9b: To what degree is the teacher's manual helpful in suggesting new ideas to facilitate the students' understanding of the concepts?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	30.0	38.5	19.2	7.7	4.6	3.82 (1.09)
Arabic Language	25.0	40.1	22.7	7.6	4.7	3.73 (1.06)
Mathematics	13.5	34.0	28.8	16.7	7.1	3.30 (1.12)
Science	11.5	38.5	37.7	7.7	4.6	3.45 (0.96)
Social Studies	15.8	33.8	43.2	5.8	1.4	3.57 (0.88)
English Language	27.7	46.6	23.6	1.4	0.7	3.99 (0.80)

Item IIE 9c: To what degree is the teacher's manual helpful in suggesting extra figures and charts to facilitate the concept acquisition?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	21.4	36.5	24.6	11.9	5.6	3.56 (1.12)
Arabic Language	26.5	31.8	24.7	10.6	6.5	3.61 (1.17)
Mathematics	10.4	27.3	35.1	20.8	6.5	3.14 (1.07)
Science	12.0	43.2	29.6	12.0	3.2	3.49 (0.96)
Social Studies	20.9	34.5	29.5	12.9	2.2	3.59 (1.03)
English Language	22.8	45.6	26.2	4.7	0.7	3.85 (0.85)

Item IIE 9d: To what degree is the teacher's manual helpful in giving more examples and non-examples of each concept?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	23.3	37.2	24.0	11.6	3.9	3.64 (1.08)
Arabic Language	27.2	35.5	24.9	8.9	3.6	3.74 (1.07)
Mathematics	9.9	30.9	35.5	14.5	9.2	3.18 (1.09)
Science	11.1	31.0	36.5	14.3	7.1	3.25 (1.06)
Social Studies	16.7	32.6	34.8	14.5	1.4	3.49 (0.98)
English Language	16.9	44.6	33.1	5.4	0.0	3.73 (0.81)

Item IIE 9e: To what degree is the teacher's manual helpful in suggesting methods of presentation and ideas to relate the concepts to the everyday life activities of the students at this age?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	25.2	38.6	22.8	7.9	5.5	3.70 (1.10)
Arabic Language	29.0	34.3	24.3	8.9	3.6	3.76 (1.08)
Mathematics	9.7	33.8	33.1	12.3	11.0	3.19 (1.13)
Science	13.7	33.9	31.5	12.9	8.1	3.32 (1.12)
Social Studies	21.7	33.3	31.2	11.6	2.2	3.61 (1.02)
English Language	20.3	54.1	21.6	4.1	0.0	3.91 (0.76)

Item IIE 9f: To what degree is the teacher's manual helpful in providing the teacher with guidelines to design and select his own or the most relevant examples and non-examples of the concept to be taught?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	33.9	34.6	19.7	8.7	3.1	3.87 (1.08)
Arabic Language	28.7	38.0	22.2	8.8	2.3	3.82 (1.02)
Mathematics	14.1	35.9	25.0	17.9	7.1	3.32 (1.14)
Science	13.5	36.5	32.5	11.1	6.3	3.40 (1.06)
Social Studies	21.6	41.7	25.2	7.9	3.6	3.70 (1.01)
English Language	21.6	49.3	25.0	2.7	1.4	3.87 (0.83)

Item IIE 9g: To what degree is the teacher's manual helpful in providing the teacher with ideas and examples to design assessment of the student's progress?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	32.8	34.4	18.8	10.2	3.9	3.82 (1.12)
Arabic Language	31.2	33.8	22.9	7.6	4.5	3.80 (1.10)
Mathematics	12.6	35.1	30.5	14.6	7.3	3.31 (1.10)
Science	18.9	36.9	31.1	9.0	4.1	3.57 (1.03)
Social Studies	20.9	36.6	31.3	7.5	3.7	3.63 (1.02)
English Language	19.0	49.7	25.9	5.4	0.0	3.82 (0.80)

Item IIE 10a: To what degree does the teacher's manual effectively communicate the instructional objectives?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	44.5	39.8	11.7	3.9	0.0	4.25 (0.81)
Arabic Language	44.4	43.9	8.8	1.8	1.2	4.29 (0.79)
Mathematics	29.2	45.5	18.2	4.5	2.6	3.94 (0.94)
Science	29.7	54.7	12.5	3.1	0.0	4.11 (0.73)
Social Studies	36.0	50.4	10.1	2.2	1.4	4.17 (0.81)
English Language	26.8	58.4	12.1	2.0	0.7	4.09 (0.73)

Item IIE 10b: To what degree does the teacher's manual effectively communicate the background needed to understand the subject matter?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	49.6	40.8	6.4	1.6	1.6	4.35 (0.81)
Arabic Language	40.2	40.8	16.6	1.8	0.6	4.18 (0.81)
Mathematics	31.4	44.9	12.2	10.3	1.3	3.95 (0.98)
Science	34.7	43.5	21.0	0.8	0.0	4.12 (0.76)
Social Studies	34.5	44.6	17.3	2.2	1.4	4.09 (0.86)
English Language	22.4	56.5	18.4	2.0	0.7	3.98 (0.75)

Item IIE 10c: To what degree does the teacher's manual effectively communicate the subject matter itself?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	52.4	36.5	6.3	2.4	2.4	4.34 (0.89)
Arabic Language	45.7	36.6	15.2	2.4	0.0	4.26 (0.80)
Mathematics	39.2	39.2	12.4	5.2	3.9	4.05 (1.04)
Science	44.7	39.8	12.2	1.6	1.6	4.24 (0.85)
Social Studies	40.6	41.3	14.5	2.9	0.7	4.18 (0.84)
English Language	34.5	52.7	8.8	2.0	2.0	4.16 (0.82)

Item IIE 11a: To what extent do the materials and suggestions in the teacher's manual encourage development of the instructional process of listening?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	35.9	37.5	16.4	6.3	3.9	3.95 (1.06)
Arabic Language	28.0	47.8	18.0	3.7	2.5	3.95 (0.91)
Mathematics	10.3	31.4	32.7	16.7	9.0	3.17 (1.11)
Science	12.9	37.1	36.3	10.5	3.2	3.46 (0.96)
Social Studies	19.7	46.7	19.7	10.9	2.9	3.69 (1.00)
English Language	37.2	53.4	7.4	1.4	0.7	4.25 (0.71)

Item IIE 11b: To what extent do the materials and suggestions in the teacher's manual encourage development of the instructional process of discussing?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	43.2	33.6	18.4	4.0	0.8	4.14 (0.91)
Arabic Language	32.0	43.2	22.5	1.2	1.2	4.04 (0.84)
Mathematics	23.1	32.1	26.9	11.5	6.4	3.54 (1.16)
Science	17.7	43.5	28.2	8.9	1.6	3.67 (0.93)
Social Studies	35.0	47.1	13.6	3.6	0.7	4.12 (0.83)
English Language	17.6	44.6	28.4	6.8	2.7	3.68 (0.94)

Item IIE 11c: To what extent do the materials and suggestions in the teacher's manual encourage development of the instructional process of defining and explaining key terms and concepts?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	35.2	36.0	16.8	9.6	2.4	3.92 (1.06)
Arabic Language	28.3	39.0	26.4	3.8	2.5	3.87 (0.96)
Mathematics	19.3	36.7	25.3	12,7	6.0	3.51 (1.12)
Science	26.8	43.1	20.3	7.3	2.4	3.85 (0.98)
Social Studies	30.4	39.1	24.6	3.6	2.2	3.92 (0.94)
English Language	19.2	43.2	26.0	8.9	2.7	3.67 (0.98)

Item IIE 11d: To what extent do the materials and suggestions in the teacher's manual encourage development of the instructional process of contrasting and comparing?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	26.2	38.9	22.2	10.3	2.4	3.76 (1.03)
Arabic Language	24.4	39.9	28.6	6.0	1.2	3.80 (0.92)
Mathematics	12.3	36.4	30.5	14.3	6.5	3.34 (1.07)
Science	15.9	44.4	24.6	11.9	3.2	3.58 (1.00)
Social Studies	23.6	45.0	22.1	6.4	2.9	3.80 (0.97)
English Language	13.5	50.7	27.0	8.1	0.7	3.68 (0.83)

Item IIE 11e: To what extent do the materials and suggestions in the teacher's manual encourage development of the instructional process of recognizing various methods to solve problems?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	31.2	35.2	20.8	8.8	4.0	3.81 (1.10)
Arabic Language	30.1	33.1	28.2	6.7	1.8	3.83 (1.00)
Mathematics	16.3	26.1	27.5	18.3	11.8	3.17 (1.25)
Science	15.6	39.3	27.0	11.5	6.6	3.46 (1.09)
Social Studies	22.5	37.0	29.7	5.8	5.1	3.66 (1.05)
English Language	16.7	41.7	26.4	9.7	5.6	3.54 (1.06)

Part II Section E
Teacher's Manual
(Supervisor)

Item IIE 1a: To what extent does the teacher's manual offer adequate evaluation procedures for assessing factual recall?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	25.0	65.0	10.0	0.0	0.0	4.15 (0.59)
Arabic Language	33.3	46.7	20.0	0.0	0.0	4.13 (0.74)
Mathematics	0.0	53.8	30.8	7.7	7.7	3.31 (0.95)
Science	15.4	38.5	23.1	23.1	0.0	3.46 (1.05)
Social Studies	35.7	42.9	0.0	21.4	0.0	3.93 (1.14)
English Language	6.7	60.0	33.3	0.0	0.0	3.73 (0.59)

Item IIE 1b: To what extent does the teacher's manual offer adequate evaluation procedures for assessing comprehension?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	35.0	50.0	15.0	0.0	0.0	4.20 (0.70)
Arabic Language	40.0	40.0	20.0	0.0	0.0	4.20 (0.78)
Mathematics	0.0	46.2	46.2	0.0	7.7	3.31 (0.86)
Science	0.0	76.9	23.1	0.0	0.0	3.54 (0.88)
Social Studies	42.9	28.6	14.3	14.3	0.0	4.00 (1.11)
English Language	12.5	68.8	18.8	0.0	0.0	3.94 (0.57)

Item IIE 1c: To what extent does the teacher's manual offer adequate evaluation procedures for assessing the ability to analyze?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	30.0	40.0	20.0	10.0	0.0	3.90 (0.97)
Arabic Language	26.7	53.3	20.0	0.0	0.0	4.07 (0.70)
Mathematics	0.0	30.8	53.8	7.7	7.7	3.08 (0.86)
Science	0.0	46.2	23.1	30.8	0.0	3.15 (0.90)
Social Studies	21.4	35.7	28.6	14.3	0.0	3.64 (1.01)
English Language	6.3	6.3	68.8	12.5	6.3	2.94 (0.85)

Item IIE 1d: To what extent does the teacher's manual offer adequate evaluation procedures for assessing the ability to apply?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	25.0	40.0	35.0	0.0	0.0	3.90 (0.79)
Arabic Language	28.6	42.9	21.4	7.1	0.0	3.93 (0.92)
Mathematics	0.0	46.2	38.5	7.7	7.7	3.23 (0.93)
Science	0.0	53.8	15.4	30.8	0.0	3.23 (0.93)
Social Studies	14.3	35.7	42.9	7.1	0.0	3.57 (0.85)
English Language	0.0	56.3	37.5	6.3	0.0	3.50 (0.63)

Item IIE 1e: To what extent does the teacher's manual offer adequate evaluation procedures for assessing problem-solving ability?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	20.0	35.0	20.0	15.0	10.0	3.40 (1.27)
Arabic Language	13.3	53.3	26.7	6.7	0.0	3.73 (0.80)
Mathematics	0.0	38.5	38.5	7.7	15.4	3.00 (1.08)
Science	0.0	38.5	30.8	23.1	7.7	3.00 (1.00)
Social Studies	7.1	35.7	35.7	21.4	0.0	3.29 (0.91)
English Language	0.0	25.0	37.5	37.5	0.0	2.88 (0.81)

Item IIE 2a: To what extent is the content of the teacher's manual presented clearly?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	25.0	50.0	20.0	5.0	0.0	3.95 (0.83)
Arabic Language	26.7	66.7	6.7	0.0	0.0	4.20 (0.56)
Mathematics	7.7	46.2	38.5	0.0	7.7	3.46 (0.97)
Science	15.4	23.1	38.5	23.1	0.0	3.31 (1.03)
Social Studies	28.6	50.0	14.3	7.1	0.0	4.00 (0.88)
English Language	12.5	68.8	18.8	0.0	0.0	3.94 (0.57)

Item IIE 2b: To what extent is the content of the teacher's manual recent and timely?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	25.0	45.0	20.0	10.0	0.0	3.85 (0.93)
Arabic Language	20.0	46.7	33.3	0.0	0.0	3.87 (0.74)
Mathematics	7.7	38.5	30.8	23.1	0.0	3.31 (0.95)
Science	0.0	15.4	53.8	30.8	0.0	2.85 (0.69)
Social Studies	14.3	57.1	14.3	14.3	0.0	3.71 (0.91)
English Language	6.3	81.3	12.5	0.0	0.0	3.94 (0.44)

Item IIE 3a: To what degree are the ideas, suggestions and activities presented in the teacher's manual useful and relevant?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	30.0	40.0	30.0	0.0	0.0	4.00 (0.80)
Arabic Language	13.3	80.0	6.7	0.0	0.0	4.07 (0.46)
Mathematics	7.7	46.2	23.1	23.1	0.0	3.39 (0.96)
Science	0.0	61.5	15.4	15.4	7.7	3.31 (1.03)
Social Studies	28.6	42.9	14.3	14.3	0.0	3.86 (1.03)
English Language	18.8	75.0	6.3	0.0	0.0	4.13 (0.50)

Item IIE 3b: To what degree are the ideas, suggestions, and activities presented in the teacher's manual practical to implement?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	25.0	50.0	25.0	0.0	0.0	4.00 (0.73)
Arabic Language	13.3	73.3	13.3	0.0	0.0	4.00 (0.54)
Mathematics	7.7	46.2	38.5	7.7	0.0	3.54 (0.78)
Science	7.7	46.2	15.4	15.4	15.4	3.15 (1.28)
Social Studies	28.6	42.9	14.3	14.3	0.0	3.86 (1.03)
English Language	18.8	56.3	25.0	0.0	0.0	3.94 (0.68)

Item IIE 3c: To what degree are the ideas, suggestion, and activities presented in the teacher's manual interesting and enjoyed by the students?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	30.0	35.0	35.0	0.0	0.0	3.95 (0.83)
Arabic Language	13.3	53.3	33.3	0.0	0.0	3.80 (0.68)
Mathematics	0.0	46.2	46.2	7.7	0.0	3.39 (0.65)
Science	0.0	30.8	38.5	15.4	15.4	2.85 (1.07)
Social Studies	21.4	21.4	28.6	21.4	7.1	3.29 (1.27)
English Language	6.3	31.3	62.5	0.0	0.0	3.44 (0.63)

Item IIE 3d: To what degree are the ideas, suggestions, and activities presented in the teacher's manual fully involving the students?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	36.8	26.3	15.8	21.1	0.0	3.79 (1.18)
Arabic Language	14.3	50.0	28.6	7.1	0.0	3.71 (0.83)
Mathematics	0.0	23.1	53.8	15.4	7.7	2.92 (0.86)
Science	0.0	15.4	38.5	30.8	15.4	2.54 (0.97)
Social Studies	14.3	28.6	21.4	28.6	7.1	3.14 (1.23)
English Language	7.1	57.1	35.7	0.0	0.0	3.71 (0.61)

Item IIE 3e (i): To what degree are the ideas, suggestions, and activities presented in the teacher's manual suitable for the learning capabilities of below average students?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	20.0	55.0	25.0	0.0	0.0	3.95 (0.69)
Arabic Language	7.7	23.1	53.8	15.4	0.0	3.23 (0.83)
Mathematics	0.0	23.1	69.2	0.0	7.7	3.08 (0.76)
Science	0.0	16.7	33.3	33.3	16.7	2.50 (1.00)
Social Studies	0.0	42.9	42.9	7.1	7.1	3.21 (0.89)
English Language	0.0	33.3	46.7	20.0	0.0	3.13 (0.74)

Item IIE 3e (ii): To what degree are the ideas, suggestions, and activities presented in the teacher's manual suitable for the learning capabilities of average students?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	25.0	45.0	25.0	5.0	0.0	3.90 (0.85)
Arabic Language	13.3	53.3	26.7	6.7	0.0	3.73 (0.80)
Mathematics	0.0	53.8	38.5	7.7	0.0	3.46 (0.66)
Science	7.7	30.8	30.8	15.4	15.4	3.00 (1.23)
Social Studies	7.1	64.3	21.4	7.1	0.0	3.71 (0.73)
English Language	6.7	73.3	20.0	0.0	0.0	3.87 (0.52)

Item IIE 3e (iii): To what degree are the ideas, suggestions and activities presented in the teacher's manual suitable for the learning capabilities of superior students?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	40.0	35.0	15.0	10.0	0.0	4.05 (1.00)
Arabic Language	53.3	26.7	20.0	0.0	0.0	4.33 (0.82)
Mathematics	23.1	15.4	38.5	15.4	7.7	3.31 (1.25)
Science	30.8	7.7	23.1	15.4	23.1	3.08 (1.61)
Social Studies	35.7	28.6	14.3	7.1	14.3	3.64 (1.45)
English Language	20.0	40.0	26.7	13.3	0.0	3.67 (0.98)

Item IIE 4a: In the teacher's manual, to what degree are subject-matter topics and activities presented in a coherent, step-by-step manner?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	20.0	60.0	20.0	0.0	0.0	4.00 (0.65)
Arabic Language	14.3	78.6	7.1	0.0	0.0	4.07 (0.48)
Mathematics	7.7	38.5	46.2	7.7	0.0	3.46 (0.78)
Science	0.0	46.2	30.8	7.7	15.4	3.08 (1.12)
Social Studies	50.0	21.4	14.3	14.3	0.0	4.07 (1.14)
English Language	33.3	53.3	13.3	0.0	0.0	4.20 (0.68)

Item IIE 4b: In the teacher's manual, to what degree are instructional objectives stated?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	30.0	55.0	15.0	0.0	0.0	4.15 (0.67)
Arabic Language	33.3	53.3	13.3	0.0	0.0	4.20 (0.68)
Mathematics	7.7	30.8	46.2	15.4	0.0	3.31 (0.86)
Science	0.0	53.8	23.1	7.7	15.4	3.15 (1.14)
Social Studies	50.0	28.6	21.4	0.0	0.0	4.29 (0.83)
English Language	13.3	66.7	20.0	0.0	0.0	3.93 (0.59)

Item IIE 4c (i): In the teacher's manual, if unstated, to what degree are instructional objectives obvious to the teacher only?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	20.0	65.0	5.0	0.0	10.0	3.85 (1.09)
Arabic Language	23.1	61.5	15.4	0.0	0.0	4.08 (0.64)
Mathematics	7.7	76.9	15.4	0.0	0.0	3.92 (0.49)
Science	15.4	46.2	15.4	7.7	15.4	3.39 (1.33)
Social Studies	15.4	76.9	7.7	0.0	0.0	4.08 (0.49)
English Language	23.1	38.5	30.8	7.7	0.0	3.77 (0.93)

Item IIE 4c (ii): In the teacher's manual, if unstated, to what degree are instructional objectives obvious to both the teacher and the student?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	20.0	30.0	45.0	0.0	5.0	3.60 (1.00)
Arabic Language	28.6	50.0	14.3	7.1	0.0	4.00 (0.88)
Mathematics	0.0	23.1	23.1	46.2	7.7	2.62 (0.96)
Science	0.0	15.4	38.5	30.8	15.4	2.54 (0.97)
Social Studies	0.0	50.0	25.0	16.7	8.3	3.17 (1.03)
English Language	7.7	53.8	30.8	7.7	0.0	3.62 (0.77)

Item IIE 4d: In the teacher's manual, to what degree are instructional objectives related to the subject matter?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	35.0	40.0	25.0	0.0	0.0	4.10 (0.79)
Arabic Language	40.0	46.7	13.3	0.0	0.0	4.27 (0.70)
Mathematics	8.3	58.3	33.3	0.0	0.0	3.75 (0.62)
Science	15.4	53.8	7.7	7.7	15.4	3.46 (1.33)
Social Studies	46.2	30.8	23.1	0.0	0.0	4.23 (0.83)
English Language	14.3	64.3	21.4	0.0	0.0	3.93 (0.62)

Item IIE 4e: In the teacher's manual, to what degree are objectives and procedures consistent?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	25.0	55.0	5.0	15.0	0.0	3.90 (0.97)
Arabic Language	20.0	73.3	6.7	0.0	0.0	4.13 (0.52)
Mathematics	0.0	53.8	46.2	0.0	0.0	3.54 (0.52)
Science	0.0	46.2	30.8	7.7	15.4	3.08 (1.12)
Social Studies	23.1	53.8	23.1	0.0	0.0	4.00 (0.71)
English Language	0.0	64.3	35.7	0.0	0.0	3.64 (0.50)

Item IIE 4f (i): In the teacher's manual, to what degree are major learning outcomes cognitive in nature?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	40.0	50.0	10.0	0.0	0.0	4.30 (0.66)
Arabic Language	20.0	60.0	20.0	0.0	0.0	4.00 (0.66)
Mathematics	0.0	53.8	38.5	7.7	0.0	3.46 (0.66)
Science	15.4	53.8	7.7	7.7	15.4	3.46 (1.33)
Social Studies	53.8	38.5	7.7	0.0	0.0	4.46 (0.66)
English Language	0.0	60.0	33.3	6.7	0.0	3.53 (0.64)

Item IIE 4f (ii): In the teacher's manual, to what degree are major learning outcomes affective in nature?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	30.0	40.0	15.0	15.0	0.0	3.85 (1.04)
Arabic Language	20.0	53.3	26.7	0.0	0.0	3.93 (0.70)
Mathematics	0.0	38.5	46.2	7.7	7.7	3.15 (0.90)
Science	0.0	16.7	41.7	25.0	16.7	2.58 (1.00)
Social Studies	30.8	38.5	7.7	15.4	7.7	3.69 (1.32)
English Language	0.0	33.3	66.7	0.0	0.0	3.33 (0.49)

Item IIE 4f (iii): In the teacher's manual, to what degree are major learning outcomes psychomotor in nature?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	25.0	30.0	15.0	25.0	5.0	3.45 (1.28)
Arabic Language	20.0	53.3	20.0	6.7	0.0	3.87 (0.83)
Mathematics	0.0	46.2	38.5	7.7	7.7	3.23 (0.93)
Science	0.0	15.4	46.2	23.1	15.4	2.62 (0.96)
Social Studies	30.8	7.7	23.1	30.8	7.7	3.23 (1.42)
English Language	0.0	28.6	64.3	7.1	0.0	3.21 (0.58)

Item IIE 4g: In the teacher's manual, to what degree are suggestions given for a variety of activities and ideas for classroom use?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	33.3	22.2	27.8	16.7	0.0	3.72 (1.13)
Arabic Language	14.3	78.6	7.1	0.0	0.0	4.07 (0.48)
Mathematics	0.0	33.3	66.7	0.0	0.0	3.33 (0.49)
Science	0.0	25.0	41.7	16.7	16.7	2.75 (1.06)
Social Studies	25.0	50.0	25.0	0.0	0.0	4.00 (0.74)
English Language	21.4	64.3	14.3	0.0	0.0	4.07 (0.62)

Item IIE 5: To what extent are special skills or training required before the teacher can use the teacher's manual?

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	16.7	50.0	27.8	5.6	0.0	3.78 (0.81)
Arabic Language	13.3	73.3	13.3	0.0	0.0	4.00 (0.54)
Mathematics	15.4	38.5	30.8	15.4	0.0	3.54 (0.97)
Science	0.0	53.8	23.1	23.1	0.0	3.31 (0.86)
Social Studies	14.3	64.3	14.3	0.0	7.1	3.79 (0.98)
English Language	6.7	40.0	33.3	20.0	0.0	3.33 (0.90)

Item IIE 6a: To what degree do you find the following deficiency in the teacher's manual? Presentation of subject matter is not orderly.

	Fully	Greatly	Sometimes	Seldom	Rarely	Mean (sd)
	5 %	4 %	3 %	2 %	1 %	
Islamic Education	0.0	25.0	25.0	25.0	25.0	2.50 (1.15)
Arabic Language	6.7	26.7	20.0	33.3	13.3	2.80 (1.21)
Mathematics	0.0	30.8	38.5	7.7	23.1	2.77 (1.17)
Science	7.7	15.4	23.1	46.2	7.7	2.69 (1.11)
Social Studies	0.0	21.4	21.4	35.7	21.4	2.43 (1.09)
English Language	6.7	0.0	26.7	60.0	6.7	2.40 (0.91)

Item IIE 6b: To what degree do you find the following deficiency in the teacher's manual? The teacher's manual is too confining for the teacher.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	0.0	20.0	35.0	20.0	25.0	2.50 (1.10)
Arabic Language	6.7	13.3	33.3	33.3	13.3	2.67 (1.11)
Mathematics	15.4	23.1	30.8	15.4	15.4	3.08 (1.32)
Science	7.7	7.7	30.8	46.2	7.7	2.62 (1.04)
Social Studies	7.1	14.3	35.7	7.1	35.7	2.50 (1.35)
English Language	0.0	20.0	46.7	26.7	6.7	2.80 (0.86)

Item IIE 6c: To what degree do you find the following deficiency in the teacher's manual? The teacher's manual is too vague and lacks direction for the teacher.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	0.0	5.0	40.0	15.0	40.0	2.10 (1.02)
Arabic Language	14.3	21.4	7.1	50.0	7.1	2.86 (1.29)
Mathematics	7.7	15.4	53.8	7.7	15.4	2.92 (1.12)
Science	15.4	7.7	15.4	53.8	7.7	2.69 (1.25)
Social Studies	0.0	28.6	28.6	7.1	35.7	2.50 (1.29)
English Language	0.0	0.0	13.3	33.3	53.3	1.60 (0.74)

Item IIE 6d: To what degree do you find the following deficiency in the teacher's manual? The teacher's manual does not clearly define the expected student outcomes.

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	0.0	5.0	40.0	20.0	35.0	2.15 (0.99)
Arabic Language	7.1	14.3	21.4	50.0	7.1	2.64 (1.08)
Mathematics	7.7	23.1	46.2	0.0	23.1	2.92 (1.26)
Science	0.0	23.1	38.5	30.8	7.7	2.77 (0.93)
Social Studies	0.0	28.6	28.6	14.3	28.6	2.57 (1.22)
English Language	0.0	0.0	26.7	40.0	33.3	1.93 (0.80)

Item IIE 7: To what extent are a variety of evaluation methods (besides paper and pencil tests) suggested?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	5.0	30.0	40.0	15.0	10.0	3.05 (1.05)
Arabic Language	6.7	33.3	53.3	6.7	0.0	3.40 (0.74)
Mathematics	7.7	23.1	38.5	23.1	7.7	3.00 (1.08)
Science	0.0	38.5	23.1	30.8	7.7	2.92 (1.04)
Social Studies	14.3	28.6	14.3	28.6	14.3	3.00 (1.36)
English Language	0.0	40.0	53.3	0.0	6.7	3.27 (0.80)

Item IIE 8a: To what extent are the teaching materials and equipment suggested by the teacher's manual available?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	5.0	40.0	30.0	20.0	5.0	3.20 (1.01)
Arabic Language	7.1	50.0	42.9	0.0	0.0	3.64 (0.63)
Mathematics	0.0	15.4	53.8	30.8	0.0	2.85 (0.69)
Science	0.0	30.8	46.2	23.1	0.0	3.08 (0.76)
Social Studies	15.4	23.1	30.8	23.1	7.7	3.15 (1.21)
English Language	40.0	53.3	0.0	6.7	0.0	4.27 (0.80)

Item IIE 8b (i): To what extent are the teaching materials and equipment suggested by the teacher's manual easy to use by the teacher?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	20.0	70.0	10.0	0.0	0.0	4.10 (0.55)
Arabic Language	28.6	35.7	35.7	0.0	0.0	3.93 (0.83)
Mathematics	7.7	30.8	61.5	0.0	0.0	3.46 (0.66)
Science	15.4	38.5	23.1	23.1	0.0	3.46 (1.05)
Social Studies	7.7	38.5	46.2	7.7	0.0	3.46 (0.78)
English Language	46.7	33.3	20.0	0.0	0.0	4.27 (0.80)

Item IIE 8b (ii): To what extent are the teaching materials and equipment suggested by the teacher's manual easy to use by the students?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	15.8	26.3	52.6	5.3	0.0	3.53 (0.84)
Arabic Language	14.3	42.9	35.7	7.1	0.0	3.64 (0.84)
Mathematics	0.0	15.4	46.2	38.5	0.0	2.77 (0.73)
Science	0.0	30.8	46.2	23.1	0.0	3.08 (0.76)
Social Studies	0.0	15.4	61.5	23.1	0.0	2.92 (0.64)
English Language	26.7	33.3	40.0	0.0	0.0	3.87 (0.83)

Item IIE 9a: To what degree is the teacher's manual helpful in promoting the teacher's understanding of the concept in order to be able to present it in class?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	25.0	50.0	25.0	0.0	0.0	4.00 (0.73)
Arabic Language	13.3	66.7	13.3	6.7	0.0	3.87 (0.74)
Mathematics	15.4	30.8	38.5	7.7	7.7	3.39 (1.12)
Science	7.7	46.2	23.1	23.1	0.0	3.39 (0.96)
Social Studies	21.4	50.0	28.6	0.0	0.0	3.93 (0.73)
English Language	20.0	73.3	6.7	0.0	0.0	4.13 (0.52)

Item IIE 9b: To what degree is the teacher's manual helpful in suggesting new ideas to facilitate the students' understanding of the concepts?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	30.0	35.0	35.0	0.0	0.0	3.95 (0.83)
Arabic Language	14.3	50.0	35.7	0.0	0.0	3.79 (0.70)
Mathematics	7.7	15.4	46.2	30.8	0.0	3.00 (0.91)
Science	0.0	30.8	30.8	38.5	0.0	2.92 (0.86)
Social Studies	7.1	50.0	21.4	21.4	0.0	3.43 (0.94)
English Language	0.0	73.3	26.7	0.0	0.0	3.73 (0.46)

Item IIE 9c: To what degree is the teacher's manual helpful in suggesting extra figures and charts to facilitate the concept acquisition?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	20.0	50.0	30.0	0.0	0.0	3.90 (0.72)
Arabic Language	20.0	46.7	26.7	6.7	0.0	3.80 (0.86)
Mathematics	7.7	7.7	53.8	30.8	0.0	2.92 (0.86)
Science	0.0	15.4	30.8	53.8	0.0	2.62 (0.77)
Social Studies	7.7	38.5	30.8	23.1	0.0	3.31 (0.95)
English Language	0.0	33.3	60.0	6.7	0.0	3.27 (0.59)

Item IIE 9d: To what degree is the teacher's manual helpful in giving more examples and non-examples of each concept?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	20.0	30.0	40.0	5.0	5.0	3.55 (1.05)
Arabic Language	13.3	53.3	33.3	0.0	0.0	3.80 (0.68)
Mathematics	15.4	15.4	38.5	30.8	0.0	3.15 (1.07)
Science	0.0	15.4	30.8	46.2	7.7	2.54 (0.88)
Social Studies	21.4	28.6	28.6	21.4	0.0	3.50 (1.09)
English Language	0.0	40.0	60.0	0.0	0.0	3.40 (0.51)

Item IIE 9e: To what degree is the teacher's manual helpful in suggesting methods of presentation and ideas to relate the concepts to the everyday life activities of the students at this age?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	31.6	36.8	15.8	15.8	0.0	3.84 (1.07)
Arabic Language	13.3	60.0	26.7	0.0	0.0	3.87 (0.64)
Mathematics	7.7	23.1	46.2	23.1	0.0	3.15 (0.90)
Science	0.0	23.1	23.1	53.8	0.0	2.69 (0.86)
Social Studies	14.3	28.6	35.7	14.3	7.1	3.29 (1.14)
English Language	6.7	60.0	33.3	0.0	0.0	3.73 (0.59)

Item IIE 9f: To what degree is the teacher's manual helpful in providing the teacher with guidelines to design and select his own or the most relevant examples and non-examples of the concept to be taught?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	35.0	40.0	25.0	0.0	0.0	4.10 (0.79)
Arabic Language	20.0	66.7	13.3	0.0	0.0	4.07 (0.59)
Mathematics	7.7	38.5	46.2	7.7	0.0	3.46 (0.78)
Science	0.0	30.8	30.8	15.4	23.1	2.69 (1.18)
Social Studies	21.4	42.9	21.4	14.3	0.0	3.71 (0.99)
English Language	6.7	40.0	33.3	13.3	6.7	3.27 (1.03)

Item IIE 9g: To what degree is the teacher's manual helpful in providing the teacher with ideas and examples to design assessment of the student's progress?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	44.4	16.7	22.2	16.7	0.0	3.89 (1.18)
Arabic Language	15.4	69.2	15.4	0.0	0.0	4.00 (0.58)
Mathematics	7.7	38.5	46.2	7.7	0.0	3.46 (0.78)
Science	0.0	30.8	23.1	30.8	15.4	2.69 (1.11)
Social Studies	7.1	50.0	28.6	14.3	0.0	3.50 (0.86)
English Language	0.0	42.9	50.0	7.1	0.0	3.36 (0.63)

Item IIE 10a: To what degree does the teacher's manual effectively communicate the instructional objectives?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	20.0	65.0	15.0	0.0	0.0	4.05 (0.61)
Arabic Language	21.4	57.1	21.4	0.0	0.0	4.00 (0.68)
Mathematics	0.0	69.2	23.1	7.7	0.0	3.62 (0.65)
Science	0.0	38.5	53.8	7.7	0.0	3.31 (0.63)
Social Studies	15.4	38.5	46.2	0.0	0.0	3.69 (0.75)
English Language	13.3	66.7	20.0	0.0	0.0	3.93 (0.59)

Item IIE 10b: To what degree does the teacher's manual effectively communicate the background needed to understand the subject matter?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	10.0	50.0	25.0	15.0	0.0	3.55 (0.89)
Arabic Language	13.3	40.0	46.7	0.0	0.0	3.67 (0.72)
Mathematics	7.7	53.8	23.1	0.0	15.4	3.39 (1.19)
Science	0.0	38.5	46.2	15.4	0.0	3.23 (0.73)
Social Studies	0.0	61.5	30.8	7.7	0.0	3.54 (0.66)
English Language	13.3	53.3	33.3	0.0	0.0	3.80 (0.68)

Item IIE 10c: To what degree does the teacher's manual effectively communicate the subject matter itself?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	15.0	55.0	30.0	0.0	0.0	3.85 (0.67)
Arabic Language	20.0	46.7	33.3	0.0	0.0	3.87 (0.74)
Mathematics	16.7	58.3	16.7	0.0	8.3	3.75 (1.06)
Science	15.4	46.2	30.8	7.7	0.0	3.69 (0.86)
Social Studies	15.4	69.2	15.4	0.0	0.0	4.00 (0.58)
English Language	13.3	66.7	20.0	0.0	0.0	3.93 (0.59)

Item IIE 11a: To what extent do the materials and suggestions in the teacher's manual encourage development of the instructional process of listening?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	5.0	50.0	45.0	0.0	0.0	3.60 (0.60)
Arabic Language	20.0	66.7	13.3	0.0	0.0	4.07 (0.59)
Mathematics	0.0	46.2	15.4	38.5	0.0	3.08 (0.95)
Science	7.7	15.4	30.8	46.2	0.0	2.85 (0.99)
Social Studies	15.4	23.1	38.5	7.7	15.4	3.15 (1.28)
English Language	18.8	75.0	6.3	0.0	0.0	4.13 (0.50)

Item IIE 11b: To what extent do the materials and suggestions in the teacher's manual encourage development of the instructional process of discussing?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	20.0	75.0	5.0	0.0	0.0	4.15 (0.49)
Arabic Language	13.3	60.0	26.7	0.0	0.0	3.87 (0.64)
Mathematics	0.0	53.8	46.2	0.0	0.0	3.54 (0.52)
Science	0.0	53.8	23.1	23.1	0.0	3.31 (0.86)
Social Studies	28.6	71.4	0.0	0.0	0.0	4.29 (0.47)
English Language	6.3	50.0	31.3	12.5	0.0	3.50 (0.82)

Item IIE 11c: To what extent do the materials and suggestions in the teacher's manual encourage development of the instructional process of defining and explaining key terms and concepts?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	15.0	55.0	25.0	0.0	5.0	3.75 (0.91)
Arabic Language	7.1	71.4	21.4	0.0	0.0	3.86 (0.54)
Mathematics	7.7	38.5	46.2	7.7	0.0	3.46 (0.78)
Science	7.7	46.2	23.1	7.7	15.4	3.23 (1.24)
Social Studies	14.3	50.0	28.6	7.1	0.0	3.71 (0.83)
English Language	12.5	31.3	50.0	6.3	0.0	3.50 (0.82)

Item IIE 11d: To what extent do the materials and suggestions in the teacher's manual encourage development of the instructional process of contrasting and comparing?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	20.0	30.0	45.0	0.0	5.0	3.60 (1.00)
Arabic Language	6.7	66.7	26.7	0.0	0.0	3.80 (0.56)
Mathematics	0.0	38.5	38.5	23.1	0.0	3.15 (0.80)
Science	0.0	46.2	23.1	15.4	15.4	3.00 (1.16)
Social Studies	14.3	35.7	35.7	14.3	0.0	3.50 (0.94)
English Language	0.0	31.3	56.3	12.5	0.0	3.19 (0.66)

Item IIE 11e: To what extent do the materials and suggestions in the teacher's manual encourage development of the instructional process of recognizing various methods to solve problems?

	Fully 5 %	Greatly 4 %	Sometimes 3 %	Seldom 2 %	Rarely 1 %	Mean (sd)
Islamic Education	15.8	42.1	21.1	0.0	21.1	3.32 (1.38)
Arabic Language	21.4	42.9	35.7	0.0	0.0	3.86 (0.77)
Mathematics	0.0	38.5	53.8	7.7	0.0	3.31 (0.63)
Science	0.0	30.8	23.1	30.8	15.4	2.69 (1.11)
Social Studies	7.1	35.7	14.3	42.9	0.0	3.07 (1.07)
English Language	0.0	43.8	25.0	18.8	12.5	3.00 (1.10)

Part II Section E
Teacher's Manual
(Administrator)

Item IIE	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
1. To what extent does the teacher's manual offer adequate evaluation procedures for assessing:						
a. factual recall?	23.4	55.7	16.5	2.5	1.9	3.96 (0.82)
b. comprehension?	22.4	59.6	13.5	3.2	1.3	3.99 (0.78)
c. ability to analyze?	18.6	48.7	26.6	3.2	2.6	3.78 (0.88)
d. ability to apply?	18.5	52.2	21.7	7.6	0.0	3.82 (0.82)
e. problem-solving ability?	13.0	39.0	35.1	9.7	3.2	3.49 (0.95)
2. To what extent is the content of the teacher's manual:						
a. presented clearly?	22.6	49.7	20.0	7.1	0.6	3.87 (0.87)
b. recent and timely?	19.7	40.1	29.9	7.6	2.5	3.67 (0.96)
3. To what degree are the ideas, suggestions, and activities presented in the teacher's manual:						
a. useful and relevant?	26.1	52.2	15.9	4.5	1.3	3.98 (0.85)
b. practical to implement?	21.6	54.9	17.6	3.9	2.0	3.90 (0.85)
c. interesting and enjoyed by the students?	12.2	48.6	29.7	7.4	2.0	3.62 (0.87)
d. fully involving the students?	13.9	43.7	28.5	9.9	4.0	3.54 (0.99)
e. suitable for the learning capabilities of:						
(i) below average students?	13.8	34.2	39.5	10.5	2.0	3.47 (0.93)
(ii) average students?	17.8	57.2	16.4	5.3	3.3	3.81 (0.90)
(iii) superior students?	36.8	42.1	15.1	3.3	2.6	4.07 (0.94)
4. In the teacher's manual, to what degree are:						
a. subject matter topics and activities presented in a coherent, step-by-step manner?	23.1	51.9	19.2	4.5	1.3	3.91 (0.85)
b. instructional objectives stated?	31.6	48.7	15.1	1.3	3.3	4.04 (0.91)
c. if unstated, to what degree are instructional objectives obvious:						
(i) to the teacher only?	29.5	49.3	15.1	4.1	2.1	4.00 (0.89)
(ii) to both the teacher and the student?	16.4	40.4	32.9	7.5	2.7	3.60 (0.94)
d. instructional objectives related to the subject matter?	37.2	47.3	12.2	2.0	1.4	4.17 (0.82)
e. objectives and procedures consistent?	21.6	55.6	16.3	4.6	2.0	3.90 (0.86)
f. these major learning outcomes represented?						
(i) cognitive.	37.3	48.7	12.0	1.9	0.0	4.22 (0.73)
(ii) affective.	22.4	40.4	28.8	6.4	1.9	3.75 (0.94)
(iii) psychomotor.	21.4	41.6	28.6	6.5	1.9	3.74 (0.93)
g. suggestions given for a variety of activities and ideas for classroom use?	18.1	54.2	21.5	3.5	2.8	3.81 (0.87)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIE con't

	5 %	4 %	3 %	2 %	1 %	Mean (sd)
5. To what extent are special skills or training required before the teacher can use the teacher's manual?	19.7	49.7	22.3	4.5	3.8	3.77 (0.95)
6. To what degree do you find these deficiencies in the teacher's manual?						
a. Presentation of subject matter is not orderly.	7.7	25.0	23.1	29.5	14.7	2.81 (1.19)
b. Teacher's manual is too confining for the teacher.	11.0	22.1	31.8	20.8	14.3	2.95 (1.20)
c. Teacher's manual is too vague and lacks direction for the teacher.	11.7	22.1	24.0	27.3	14.9	2.88 (1.25)
d. Teacher's manual does not clearly defined the expected student outcomes.	12.3	25.8	29.0	20.0	12.9	3.05 (1.21)
7. To what extent are a variety of evaluation methods, besides paper and pencil tests, suggested?	8.3	44.9	31.4	13.5	1.9	3.44 (0.90)
8. To what extent are the teaching materials and equipment suggested by the teacher's manual:						
a. available?	10.3	37.8	34.0	13.5	4.5	3.36 (0.99)
b. easy to use:						
(i) by the teacher?	19.2	46.8	25.6	7.1	1.3	3.76 (0.89)
(ii) by the students?	6.5	39.9	36.6	13.1	3.9	3.32 (0.92)
9. To what degree is the teacher's manual helpful in:						
a. promoting the teacher's understanding of the concept in order to be able to present it in class?	26.6	51.9	15.6	6.5	1.3	3.98 (0.85)
b. suggesting new ideas to facilitate the students' understanding of the concepts?	18.1	47.7	27.7	5.2	1.3	3.76 (0.85)
c. suggesting extra charts and figures to facilitate the concept acquisition?	16.0	37.8	38.5	7.1	0.6	3.62 (0.86)
d. giving more examples and non-examples of each concept?	18.2	41.6	33.1	6.5	0.6	3.70 (0.86)
e. suggesting methods of presentation and ideas to relate the concepts to the everyday life activities of the students at this age?	22.7	41.6	28.6	7.1	0.0	3.80 (0.87)
f. providing the teacher with quidelines to design and select his own or the most relevant exampes and non-examples of the concept to be taught?	26.8	51.6	14.4	6.5	0.7	3.97 (0.86)
g. providing the teacher with ideas and examples to design assessment of the students progress?	21.3	51.3	21.3	4.7	1.3	3.87 (0.85)

* Response Key: 5 = Fully; 4 = Greatly; 3 = Sometimes; 2 = Seldom; and 1 = Rarely

Item IIE con't

	5 %	4 %	3 %	2 %	1 %	Mean (sd)
10. To what degree does the teacher's manual effectively communicate:						
a. the instructional objectives?	20.5	57.1	19.2	3.2	0.0	3.95 (0.73)
b. the background needed to understand the subject matter?	15.7	58.8	19.6	4.6	1.3	3.83 (0.79)
c. the subject matter itself?	28.3	54.6	12.5	3.9	0.7	4.06 (0.79)
11. To what extent do the materials and suggestions in the teacher's manual encourage development of the following instructional processes?						
a. Listening	16.6	54.1	21.0	5.7	2.5	3.76 (0.89)
b. Discussing.	26.3	54.5	16.0	2.6	0.6	4.03 (0.77)
c. Defining and explaining key terms and concepts.	29.3	45.9	19.1	5.7	0.0	3.99 (0.85)
d. Contrasting, comparing.	14.0	45.9	35.0	4.5	0.6	3.68 (0.79)
e. Recognizing various methods to solve problems.	17.2	47.8	24.8	7.0	3.2	3.69 (0.95)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Occasionally; 2 = Rarely; and 1 = Never

Part i Section A
Parent Information

Item IA	Percent Response
1. Sex:	
male	100.0
female	0.0
2. Nationality:	
Omani	85.4
Non-Omani	14.6
3. What level of education have you completed?	
University or College graduate.	23.2
Attended Secondary School but did not graduate.	21.9
Finished Preparatory School.	12.3
Attended Preparatory School but did not graduate.	11.0
Finished Primary School.	8.4
Attended Primary School but did not graduate.	4.5
Can read and write but hold no certificate.	18.7
3. In what school district do you live?	
Capital	15.3
Al Batinah	14.6
Al Sharqiyah	7.0
Al Dakhiliyah	14.6
Al Dhahirah	6.4
Al Roustaq	7.6
Al Wousta	15.9

Item IA con't	Percent Response
4. What School District do you live? (con't)	
Al Janoubiyah	13.4
Musandam	5.1
5. How many children do you have registered in the Preparatory School?	
one	52.0
two	19.3
three	5.3
four	2.0
five	2.0
six	1.3
more than six	4.7
I do not have any children in Preparatory School.	13.3
7. If you have children in Preparatory School, in what grade(s) is each of your children enrolled?	
first grade	26.4
second grade	33.6
third grade	40.0
8. Have you had children who have finished Preparatory School before 1978?	
yes	25.0
no	75.0

Item IA con't	Percent Response
8 9. Do you know about the new Omani curriculum developed by the Ministry of Education after 1978?	
yes	74.1
no	25.9

Part I Section B
Parent Opinion Survey

Item IB	Response*					
	5	4	3	2	1	Mean (sd)
	%	%	%	%	%	
1. My child has experienced difficulties with the new Omani curriculum in :						
a. Islamic Education	31.4	15.7	24.5	8.8	19.6	3.30 (1.49)
b. Arabic Language	28.9	19.6	24.7	15.5	11.3	3.39 (1.35)
c. Social Studies	32.0	22.7	21.6	10.3	13.4	3.50 (1.39)
d. Science	22.0	16.0	26.0	19.0	17.0	3.07 (1.39)
e. Mathematics	15.6	8.6	21.9	18.8	35.2	2.51 (1.44)
f. English Language	11.3	11.3	30.6	16.1	30.6	2.57 (1.33)
2. My child is usually assigned enough homework.	20.0	9.5	31.4	14.3	24.8	2.86 (1.42)
3. My child usually encounters difficulties in doing his homework in the following subjects:						
a. Islamic Education	50.0	19.6	13.7	6.9	9.8	3.93 (1.34)
b. Arabic Language	31.0	24.0	24.0	10.0	11.0	3.54 (1.32)
c. Social Studies	37.2	18.1	27.7	5.3	11.7	3.64 (1.34)
d. Mathematics	16.8	8.4	26.1	18.5	30.3	2.63 (1.43)
e. Science	24.3	10.7	24.3	16.5	24.3	2.94 (1.49)
f. English Language	16.0	9.2	24.4	20.2	30.3	2.61 (1.42)
4. I usually help my child in doing his homework, and find:						
a. there is too much homework.	24.1	19.0	32.8	8.6	15.5	3.28 (1.34)
b. it is difficult for the child to do the homework on his own.	32.8	13.9	25.4	8.2	19.7	3.32 (1.50)
c. I like to see the school work that the child does at home.	9.3	4.7	22.5	27.9	35.7	2.24 (1.25)
5. My child usually spends some time everyday studying the subject matter that was taught to him that day.	4.8	12.1	25.8	25.0	32.3	2.32 (1.19)
6. My child usually spends his time after he comes from school in:						
a. doing his homework only.	14.0	13.2	28.1	21.1	23.7	2.73 (1.34)
b. studying the material that he covered that day in school.	9.5	10.3	23.3	31.9	25.0	2.47 (1.24)
c. preparing for the next day's lessons.	18.3	8.3	22.9	22.9	27.5	2.67 (1.43)
d. doing activities related to the school curriculum.	18.6	12.4	30.1	22.1	16.8	2.94 (1.33)
e. watching TV and listening to the radio.	10.6	21.1	35.8	15.4	17.1	2.93 (1.22)
f. playing outside the house with his friends.	25.4	22.0	31.4	5.1	16.1	3.36 (1.35)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Sometimes; 2 = Rarely; and 1 = Never

Item IB con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
7. Because my child's textbooks are interesting, I usually read his:						
a. Islamic Education textbooks.	13.9	2.5	23.8	31.1	28.7	2.42 (1.31)
b. Arabic Language textbooks.	15.0	9.3	30.0	24.2	22.5	2.69 (1.32)
c. Social Studies textbooks.	20.4	16.5	31.1	14.6	17.5	3.08 (1.36)
d. Science textbooks.	36.5	13.5	24.0	12.5	13.5	3.47 (1.44)
e. Mathematics textbooks.	31.3	16.7	24.0	16.7	11.5	3.40 (1.38)
f. English Language textbooks.	29.7	10.9	20.8	19.8	18.8	3.13 (1.50)
8. I feel that the textbooks that my child studies are:						
a. well designed and printed.	7.0	4.7	10.9	37.5	39.8	2.02 (1.16)
b. attractive and interesting.	8.7	7.8	19.1	34.8	29.6	2.31 (1.22)
c. appropriate for his age.	8.7	9.6	27.8	25.2	28.7	2.44 (1.24)
9. I feel that the content of my child's textbooks is:						
a. well presented and easy to understand.	7.3	8.1	25.0	29.0	30.6	2.32 (1.20)
b. supported with illustrations and pictures to make it easy to follow.	5.4	5.4	24.8	37.2	27.1	2.25 (1.08)
c. written in a manner that makes it easy for the child to read and understand.	7.8	3.9	28.1	32.8	27.3	2.32 (1.15)
d. written in a direct and to the point manner.	6.4	6.4	27.2	32.0	28.0	2.31 (1.14)
e. suits the abilities of the child and stimulates his interest.	7.1	9.5	27.0	34.9	21.4	2.46 (1.14)
f. encourages the child to read.	3.2	5.6	31.0	38.1	22.2	2.29 (0.98)
g. motivates the child to do his homework.	6.7	10.8	30.0	33.3	19.2	2.53 (1.12)
10. I encourage may child to tell me about what goes on in his school.	6.0	5.2	16.4	30.6	41.8	2.03 (1.16)
11. My child always talks about the new Omani curriculum:						
a. enthusiastically.	10.8	13.3	23.3	31.7	20.8	2.62 (1.26)
b. negatively.	33.3	13.2	21.1	19.3	13.2	3.34 (1.44)
12. My child usually shows that he likes:						
a. the materials included in his textbooks.	5.3	3.0	26.3	38.3	27.1	2.21 (1.05)
b. the activities that he does related to the subject matter he is studying at school.	8.7	5.6	29.4	34.1	22.2	2.44 (1.16)
13. The Omani curriculum encourages my child to apply what he learned at school to everyday activities outside of school.	8.7	7.2	24.6	29.0	30.4	2.35 (1.23)
14. The Omani curriculum allows my child to grow intellectually from one year to the next.	4.3	4.3	14.3	45.0	32.1	2.04 (1.01)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Sometimes; 2 = Rarely; and 1 = Never

Item IB con't	Response*					
	5 %	4 %	3 %	2 %	1 %	Mean (sd)
15. I usually assess my child's progress by :						
a. grade reports that he receives from the school.	6.4	1.4	13.5	30.5	48.2	1.87 (1.11)
b. meetings with his teachers.	5.7	6.5	28.5	26.8	32.5	2.26 (1.15)
16. I feel that my child's behavior has improved as the result of applying the Omani curriculum in the following situations.						
a. his interaction with the various family members.	6.3	7.8	19.5	26.6	39.8	2.14 (1.21)
b. his friends in the community.	8.7	7.8	29.6	26.1	27.8	2.44 (1.22)
c. his interactions with the teachers.	4.8	4.0	16.7	33.3	41.3	1.98 (1.08)
17. I feel that the Omani curriculum is suitable to educate my child, especially in introducing him to:						
a. the Islamic values.	2.9	0.0	7.9	37.9	51.4	1.65 (0.86)
b. the Arabic culture.	5.3	2.3	7.6	45.5	39.4	1.89 (1.02)
c. his Omani heritage.	5.4	3.1	14.7	38.8	38.0	1.99 (1.07)
d. modern science and technology.	7.1	7.9	20.6	42.1	22.2	2.36 (1.13)

* Response Key: 5 = Mostly; 4 = Frequently; 3 = Sometimes; 2 = Rarely; and 1 = Never